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ABSTRACT

Civics is an area of study in which students learn about the rights and duties of citizens. In the Junior Secondary Social Studies Curriculum in Canada, civics is integrated with all other components of social studies. The civics themes identified in this book are not explicitly stated in the social studies curriculum, but rather, a reading of the curriculum makes it clear that the social studies teacher in the junior secondary/middle school is expected to address aspects of political science as well as of history, geography, and economics. After an introduction, "How to Use This Resource Book", the book is divided into the following "strands"; (7) "The Circumpolar World"; (8) "The Changing World"; and (9) "The Growth of Canada." Each of the three strands forming the core of the junior secondary civics curriculum is comprised of three themes inferred from the political science content of the curriculum. For each theme, where appropriate, the reader is provided with the following: commentary on the theme; information related to the theme; and development of concepts, issues, and suggested activities related to the theme. (BT)

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CIVICS

A Resource Book for Teachers in the Junior Secondary Social Studies Curriculum and Resource List, 1998

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Government of the Northwest Territories
PO Box 1320
Yellow Knife, NWT X1A 2L9
Canada

1998

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CIVICS

in the Junior Secondary Social Studies Curriculum and *Resource List*, 1998

Acknowledgements

Foreword

Introduction

Strand Seven : The Circumpolar World

Strand Eight: The Changing World

Strand Nine: The Growth of Canada

STRAND 9 STRAND 8 STRAND 7

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Cover photo : Rankin Inlet from the air, Tessa Macintosh

Inset cover photo :Legislative Assembly, Yellowknife, Tessa Macintosh

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Foreword

Civics is an area of study in which students learn about the rights and duties of citizens. In its broadest sense, it involves both learning about government and the political process, acquiring the knowledge and developing the attitudes and skills that enable effective participation by citizens in a democratic society.

In the Junior Secondary Social Studies Curriculum civics education is integrated with all other components of Social Studies. Thus, one would look in vain for a discrete civics program. The civics "themes" identified in this book are not explicitly stated in the Social Studies curriculum. Rather, a reading of the curriculum makes it clear that the Social Studies teacher in the junior secondary/middle school is expected to address aspects of political science as well as of history, geography and economics. These civics themes have been inferred from the political science content of the curriculum.

This resource book is offered solely as a support for teachers of junior secondary Social Studies. Its use is not prescribed; therefore, teachers may use it as they see fit. Those who use it will find that it offers relevant information about government and the political process in the NWT, as well as

useful ideas for activities. They may find too that it stimulates their thinking about important civics topics and related issues.

Some of the 'Additional Resources' that are recommended in this book, if they are accessed, will provide the teacher with additional information about the subject matter of the civics themes, while other resources cited will perhaps stimulate thoughts on how best to teach the material of the junior secondary Social Studies curriculum more generally. The 'themes' that various resources are associated with (A,B, or C) refer to the three themes identified in the Junior Secondary Social Studies curriculum document. None of these resources are being recommended as a text.
The literature lists and two page resource layouts at the end of each strand give a quick reference to resources that might be useful in the teaching of this course. They take into consideration the intention of many schools to integrate Social Studies and Language Arts at the junior secondary/middle school level. Civics - A Resource Book for Teachers - 1998

Introduction

How To Use This Resource Book

Each of the three strands forming the core of the junior secondary civics curriculum is comprised of three themes inferred from the political science content of the curriculum.

For each theme, where appropriate, the reader is provided with the following (see Organizational Chart next page):

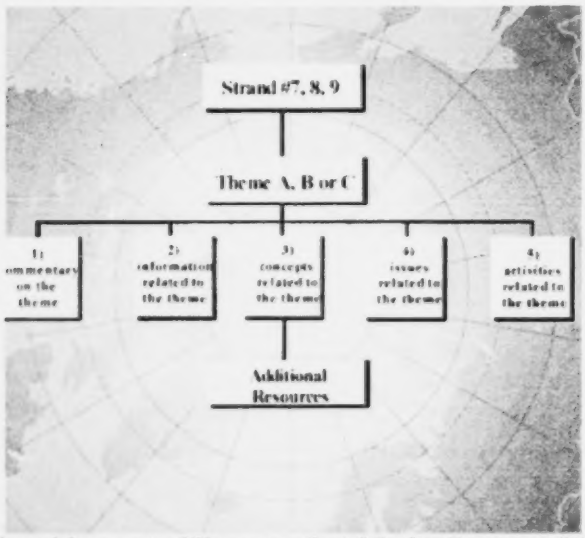
1) commentary on the theme;

2) information related to the theme;

3) development of concepts related to the theme;1

4) development of issues related to the theme;2

5) suggested activities related to the theme.



Adapted from p. iii of Elementary Social Studies Document (1992)

Teachers will notice that, especially for Strand Seven, the information related to the the quite extensive. This is intended to provide information that is sometimes difficult to ac Some of the information is time sensitive and will need to be updated by the classroom teacher as necessary. For each strand, this document also suggests a list of supplementa teaching and learning resources that may be helpful for the teacher, either as backgroun information and/or as materials to be used by students for their work in the area of civic well as for the junior secondary Social Studies curriculum generally.

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This document does not constitute a program to be taught as such. Its purpose is to stim the reader's thinking on some concepts and issues to be shared and debated with your students. The reader may find that some of these issues raise more questions than they provide answers to. For many there is no one answer, but a way of looking at different options, alternatives and points of view before making a decision.

Recognizing that not everybody lives according to the same moral and ethical tenets, it nonetheless important to debate these questions in order to prepare oneself for active participation as an informed citizen.

[1]*Some concepts may repeat themselves from one theme to another. Likewise, some then share common issues. Therefore, the reader may find that, at times, the development of and concepts may have been omitted.*

2 *See Footnote #1.*

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Strand Seven: The Circumpolar World

7.1 Theme One - Political Make-up of the Circumpolar World

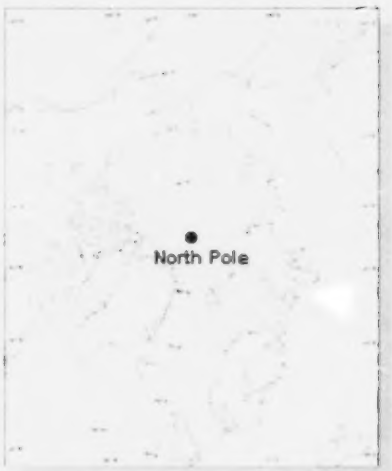
7.2 Theme Two - Political Changes in the Circumpolar World

7.3 Theme Three - Three Canadian Links to other Circumpolar Countries

7.4 Additional Resources for Strand 7

7.5 Maps Related to the Circumpolar World

7.6 Strand Seven - Glossary of Terms



7.1 Theme One - Political Make-up of the Circumpolar World

7.1.1 Commentary on the Theme

7.1.2 Information on the Theme

7.1.3 Concepts Related to Theme

7.1.4 Issues Related to the Theme

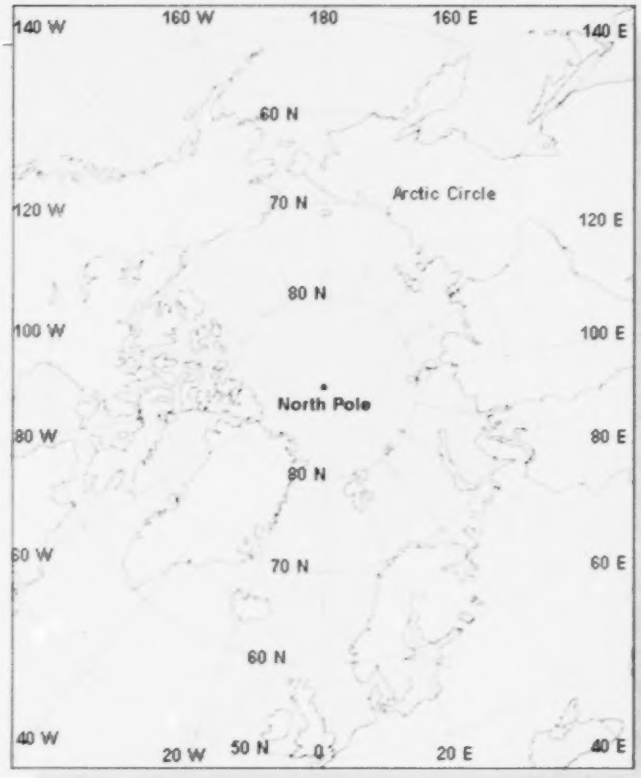
Issue #1 How should circumpolar nations resolve conflict between resource development and environmental degradation?

Issue #2 Should major economic development in the circumpolar world face stringent environmental reviews before being allowed to proceed?

7.1.5 Possible Activities Related to the Theme

7.1.1 Commentary on the Theme

As citizens of a northern nation, Canadian students should acquire a basic knowledge of their northern neighbours, and the political jurisdictions that make up the circumpolar world. They should recognize and appreciate the characteristics these nations have in common, their common interests and needs, and from these commonalities, recognize opportunities that might exist for their fruitful cooperation. However, they should also recognize that similarities, where economic matters are concerned, can lead to competition rather than to cooperation.



Students should learn to appreciate the differences among the polar nations as well, such as differing historical associations and the use of different languages.

Recognizing these obstacles to closeness and cooperation, as well as physical obstacles such as the difficulty of transportation, will help students to better understand why Canada turns its attention in other directions, to the USA, Mexico, Japan and Britain, for example.

Northern students should know too that indigenous peoples are found in most of the circumpolar countries. They should be helped to understand the particular problems faced by these groups which find themselves - without having invited the situation - enclosed within the boundaries of various national states and subject to the governments of those states. Understanding the unique position of indigenous peoples will also helpstudents to understand their recent self-government initiatives in Canada as well as their efforts at cooperation with indigenous peoples in other nations. It will also help students to understand the political changes that are presently taking place in the Northwest Territories.

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7.1.2 Information on the Theme

The circumpolar world is defined as those countries which surround and touch upon, or come very close to touching upon, the Arctic Ocean: Canada, Denmark (Greenland), Finland (this country and Sweden are actually separated from the Arctic Ocean by a strip of Norwegian territory), Iceland, Norway, Russia, Sweden and the USA (Alaska). The information on these circumpolar countries that follows comes largely from The Statesman's Year-Book, The MacMillan Press Ltd., London, 1995, from up-to-date pamphlets and booklets acquired from the Canadian embassies of circumpolar countries, from Grolier Electronic Publishing, Inc., from The World Book Encyclopedia and from the Project Gutenberg edition of the CIA World Fact Book 1993, available on Internet.

Supplementary Information

The Arctic

The name Arctic comes from the Greek word arktos, which means "bear". This is because theconstellation of the Great Bear is very prominent in the northern sky.

The Arctic region includes the Arctic Ocean and the northern parts of Eurasia and North America, including the mainland and islands. It is the northernmost region of the Earth.

The southern limit of the Arctic is defined variously as: (1) the Arctic Circle at 66 1/2 degrees North Latitude, which is the first point north of the equator that receives a 24 hour summer day; (2) the tree line; or (3) the -4 degree C annual isotherm.

Most areas of the Arctic land mass are free of ice and snow for a few months each year. However, permafrost (permanently frozen ground) is found in all Arctic lands. The permafrost varies from thin layers to depths of several hundred metres below the surface.

The continental lands surrounding the Arctic Ocean are generally low-lying. Many of the Arctic islands, however, are quite mountainous. Most notable are Baffin Island, Ellesmere Island, Iceland and Greenland.

Four of the largest rivers in the world flow through the low-lying, continental coastal plane to the Arctic Ocean. These are the Lena, Ob and Yenisei in Russia, and the

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Mackenzie in Canada.

Most of the Arctic area receives 250 mm, or less, of precipitation annually, thus it is a desert region, and is commonly called a cold desert. The climate of the Arctic is characterized by long, cold, dark winters and short, cool summers. Even though there are many hours of sunlight in the summer, the sun's rays strike the earth at an oblique angle and not much of the light energy is converted to heat.

In this cold climate, the plants that are most successful are mosses and lichens. Lichens grow on therocks and help to break them down into soil. In addition to various kinds of coarse grasses, there are some small flowering plants as well. These have to complete their life cycle within a very short period of time, between the frosts of spring and fall.

Familiar animals are found throughout the circumpolar region. These include polar bear, caribou, musk-ox, wolf, fox, and smaller animals such as hares, various weasels, voles and lemmings. In the sea there are cod, salmon and char and larger species such as whales, narwhals, walrus and seals.

Many birds are found in the Arctic region as well. Only some of them remain in the Arctic throughout the year. Most nest in the north, then migrate to the south for the winter. Ground-nesting migratory birds find the Arctic to be well suited to nesting because there are relatively few predators and there is a good supply of insects for food. Among the birds that can be found are geese, sandpipers, plovers, gulls, cranes, owls, hawks and ptarmigan.

The Arctic Ocean

The Arctic Ocean is 14 056 000 sq. km. in area, the smallest of the world's oceans. It includes theNorwegian Sea, the Barents Sea, the Kara Sea, the Laptev Sea, the East Siberian Sea, the Chukchi Sea, the Beaufort Sea, Baffin Bay, Davis Strait and Hudson Bay and Hudson Strait, and the Greenland Sea. The greatest inflow of water comes from the Atlantic Ocean by way of the Norwegian Current, which then flows along the coast of Eurasia. There is also an inflow from the Pacific Ocean via the Bering Strait. The main outflow from the Arctic Ocean is east of Greenland. Almost half the ocean floor is continental shelf, so the ocean is relatively shallow. Its deepest part is 4 665 metres. Some important ports on the Arctic Ocean are Murmansk in Russia, Prudhoe Bay in the USA and Churchill in Canada.

The central part of the Arctic Ocean is always covered by a thick, drifting pack of ice made of frozen salt water. The pack is made up of compressed segments of various shapes and sizes called floes. This pack is marked by pressure ridges that rise to five metres or more in some places, and by occasional openings of water called polynyas. The average thickness of the pack ice is more than three metres. Its drift is influenced by winds and ocean currents.

This huge core of ice is surrounded by open seas in the summer. Open areas may be navigable for part of July, August and September, but the area of ice doubles in the winter and extends to the encircling land masses. Between 20 and 50 centimetres of snow cover the frozen ocean in the winter, which lasts nine to ten months. There is little marine life found where the ocean is covered by pack ice year round, but fish and sea mammals and other marine life abound in the areas of open water.

The Arctic ecosystem is fragile. If it is disrupted or damaged by human activities, it is slow to recover.

Canada

Area: 9 976 140 km2

Population: 28 846 761 (1996)

Capital: Ottawa

Canada is a federal state made up of ten provinces and two territories (soon to be three). The country's government can be described as a representative democracy and a constitutional monarchy. It is a parliamentary style of government.The British monarch serves as Canada's Head of State. The monarch and his/her representative, the Governor-General, have a ceremonial role to play in government. They do not participate in the day-to-day affairs of running the country.

The government is led by a Prime Minister, who is traditionally appointed by the Governor-General because his/her party has a larger number of seats in the House of Commons than any other party. The Prime Minister chooses his/her cabinet from among Members of Parliament, generally from his/her own party.

The federal Parliament is made up of a 301 member House of Commons (as of the election of June 2, 1997) and an appointed Senate. Elections for seats in the House of Commons must be held at least every five years, but may be held sooner. Citizens must be 18 years or older to vote or to run for office.

There are ten elected provincial governments across the country, each led by a Premier and cabinet. All provincial legislatures have only one house of assembly (Quebec originally had two). There are two (soon to be three) elected territorial governments in Canada and their structure is modelled on that of the provinces. There are thousands of

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local (municipal) governments across the country as well as an increasing number of Aboriginal self-governments.

Canada is a member of the United Nations (UN)*, the Commonwealth*, the Organization of American States (OAS)*, the Organization for Economic Cooperation and Development (OECD)*, the North Atlantic Treaty Organization (NATO)*, and is one of the G-7 (Group of Seven) states, those countries which have the most powerful economies in the world (the USA, Britain, France, Germany, Japan and Italy are the other members; Russia and China might eventually be included, presumably making it the G-9).

The economy is basically a free enterprise economy, although Canada for many years has modified the free enterprise approach with some state enterprises (e.g. Canadian Broadcasting Corporation, Air Canada, National Film Board, Northern Transportation Company Limited), with state regulation of free enterprises (e.g. Canadian Transport Committee, Canadian Radio and Television Commission) and with social programs (e.g. medicare, old age pension, employment insurance). In recent years, the federal and provincial governments have been moving even more to free enterprise with the privatization of public corporations, with deregulation of industries such as trucking and air transport, and most recently, with a reassessment of social programs.

The USA is Canada's largest trading partner by far; Japan is a distant second, but still significantly
bigger than other countries; the United Kingdom (Britain) is third.

Canada's GNP* (gross national product) per capita: US $20 320 (1992). Canada's HDI* is 0.960,
ranked #1 in the world in 1997.

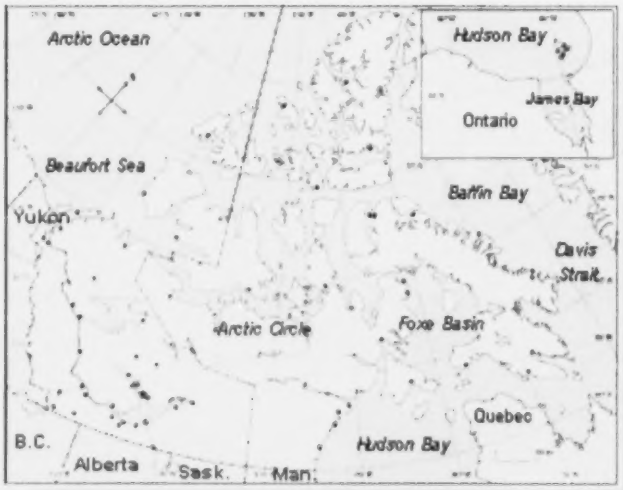
Northwest Territories (Canadian circumpolar territory)

Area: 3 426 320 km2

Population: 64 402 (1996)

Capital: Yellowknife - population 18,164 (est. 1996)

The government of the Northwest Territories is led by a premier, an elected MLA, who is selected by a vote of the Members of the Legislative Assembly. There are 24 members in the Assembly, some of whom are selected by the members to



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serve as ministers. The legislature at present does not operate on the party system as do all other political jurisdictions in Canada. Citizens must be 18 years or older to vote or to run for office.

The territory is represented by one senator and two Members of parliament at the federal parliament in Ottawa.

The territory became part of Canada on July 15, 1870. From within this territory several subsequent political jurisdictions have been created, including: Manitoba (1870), the Yukon Territory (1898), and the provinces of Alberta and Saskatchewan (1905). Nunavut will be created form the eastern part of the territory in 1999.

The economy still relies to some extent on the traditional pursuits of trapping, hunting and fishing. Mining is also very important. Some of the more important minerals mined are lead, zinc and gold. Diamonds will soon be mined as well. There is some commercial fishing, and small amounts of farming and logging. Tourism is an industry whose importance is growing. The transportation and communication industries also employ quite a large number of people. There is some hydroelectric power development, but most of the power is generated by diesel generators.

Denmark (Kingdom of Denmark)

Area: 43 075 km2

Population: 5 180 000 (1997), mostly Scandinavian, with a small German minority

Capital: Copenhagen

Population: 1 700 000 (1997)

The government is both a representative democracy and a constitutional monarchy. There is a one chamber parliament called the Folketing. It has 179 members: 135 of the seats are elected proportionally in 17 electoral districts, 40 are for parties who share the popular vote but have not received sufficient returns to elect members, 2 are for the Faroe Islands and 2 are for Greenland.

The government is led by a Prime Minister and cabinet. The government's normal term is four years, but elections may be called sooner. Citizens must be 21 years or older to vote or to run for office.

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There are 225 municipalities in Denmark, each of which is governed by an elected mayor and council. Sixty-one percent of the land is arable land. Jutland, the main part of the country, is surrounded by the sea on three sides. In some places water courses have been altered to reclaim land for agriculture. Crude oil, natural gas, fish, salt, limestone, clay and gravel are found within the country's borders. The economy is a thriving one even though the country is relatively poor in natural resources. Agriculture (barley and root crops for animal feed, chickens, pigs and cattle) and fishing have been mainstays of the economy in the past, but manufacturing and trade are particularly important to the economy today. Industries include food processing (bacon, butter, cheeses, beers), the manufacture of machinery and equipment (most raw materials have to be imported), textiles and clothing, chemical products, electronics, construction, and furniture. Denmark has a merchant marine fleet of nearly 3000 vessels, and together with other Scandinavian countries operates the Scandinavian Airline System (SAS). Denmark is a supporter of free trade, yet it has developed extensive social programs over the past hundred years.

The bulk of Denmark's trade is done with Belgium, Finland, France, Germany (its biggest trading partner), Norway, Sweden, Switzerland, UK and the USA. Its GNP per capita is US$25 930 (1992).

Its HDI is 0.912, making it #15 in world ranking in 1992.

In international relations Denmark is a member of the UN, NATO, OECD*, the Council of Europe* and the Nordic Council.

The Nordic Council was established in 1952 to provide a common forum for cooperative endeavours of the Nordic nations. Members include Denmark, Finland, Iceland, Norway and Sweden. The autonomous areas of Aland Islands (Finland), Faroe Islands and Greenland (Denmark) hold special status. Some areas of cooperation in the Council include: coordination of legislation, environmental protection, elimination of trade and transport barriers, energy supplies, telecommunications, and cultural projects. Under the terms of the Nordic Council agreement, Scandinavian nationals are free to travel, live and work anywhere in Scandinavia without passport or visa formalities. They are also entitled to the same medical and social benefits as the citizens of the country they have chosen to live in.

Greenland

(Danish possession since 1380)

(Kalaallit Nunaat)

Area: 2 186 000 km2

Population: 53 000 (1997), the majority being Greenlanders (a mixture of Inuit and European immigrants) who speak Greenlandic (the language of the Inuit).

Capital: Nuuk - population 13 000 (1997)

The economy relies heavily on commercial fishing for cod, shrimp and salmon. Many Greenlanders still earn their livelihood, or part of it, by trapping and hunting: for polar bears, seals and for white and blue fox. Cryolite, a mineral used in making aluminum and glass, is mined. Gold was discovered in 1989. Exploration for offshore oil is taking place. There are some largely undeveloped deposits of zinc, lead, iron ore, coal, and uranium.

Some Greenlanders are employed in the manufacturing, construction and service industries. There is only a small amount of agriculture: cabbage and potatoes are grown for domestic consumption; hay is grown to provide food for small herds of cattle and sheep. Only about 1% of the land can be used for meadows and pastures.

Greenland suffers from a continuing large trade deficit. It imports many goods including machinery, fuel and foodstuffs (a recent air link has been established by First Air to provide fresh foods regularly from Canada). Processed fish (canned, frozen and salted), fresh fish and cryolite are exported.

Because of the topography, there is neither a railroad nor a highway system in Greenland. Transportation must be undertaken by boat along the coast, by air, by dogteam or by snow machine.

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Finland (Republic of Finland)

Area: 338 145 km2

Population: 5 132 000 (1997)

Capital: Helsinki - population 525 031 (1997)

Finland is a republic and a representative democracy. The style of government is a combination of a British parliamentary and an American-style presidency.

A president, who is elected for six year terms by direct popular vote, is head of state and has extensive powers. Most legislative proposals introduced in parliament are based on bills presented by the president. He/she can refuse assent to parliamentary legislation unless it is passed a second time. He/she is in charge of foreign policy and makes all important decisions in this sphere.

The president also has the right to appoint the members of the Council of State (the prime minister and cabinet) or to dismiss a cabinet that has lost the confidence of parliament. He/she serves as a mediator in helping coalition governments to form and appoints the highest government officials, as well as being the commander in chief of defence forces. The President may only be elected for two consecutive terms.

There is a one chamber parliament in Finland. It is made up of 200 members elected proportionally from15 electoral districts. Day to day government is under the authority of a Prime Minister and cabinet, so long as they enjoy the support of a majority in parliament. Most coalition governments in modern times have tended to be centre-left in their ideological orientation. The term of a parliament is four years but elections can be held sooner. Those who are 18 years and older can vote or run for office.

As far as local government is concerned, there are 460 communes in the country, each governed by an elected council. Communes can associate with other communes to undertake major works such as hospitals and vocational schools.

In international affairs Finland is generally neutral. It is a member of the UN, and one of the most consistent providers of peace-keeping forces for UN operations. It is also a member of the Nordic Council, OECD, EFTA*, the Council of Europe and the European Union [EU]*.

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The economy of Finland has changed dramatically since World War II when the majority of the population was still engaged in agriculture and forestry. Since that time, however, it has become highly industrialized. Because of the small domestic market, international trade is very important to Finland. The economy is based on private ownership and free enterprise, however, there are some state owned companies that enjoy monopolies (e.g. airline, railway, oil refining, electricity production). The public sector's share of industrial production averages about 16%; it is almost half of transportation and communication, but only about 1% of trade and agriculture. An important industry has always been wood processing, including pulp and paper. Metal and engineering industries have developed rapidly and today are the largest sources of industrial employment. The chemical, graphics, food, textile and electrochemical industries are also important to the economy. Mining is relatively unimportant, but the country does produce about one-half its own needs in nickel and copper.

The country's industry has a high reliance on energy. Energy is supplied by imports of oil, coal, natural gas and electricity, and by the production of electricity locally by nuclear plants, by burning peat and by hydro development. Though small, the agriculture sector produces a surplus of dairy products, eggs and meat. It also produces wheat, rye, barley, hay, oats and potatoes. Self-sufficiency is maintained in basic farm commodities.

About 18.5% of the budget is spent on social expenditures, providing a social welfare system that covers most potential risks: a national pension scheme, unemployment assistance and benefits, accident and health insurance, assistance for the handicapped and the elderly.

The bulk of Finland's trade is with Germany (one of its two biggest trading partners), Russia, Spain, Sweden (the other of its two biggest trading partners), Switzerland, UK and the USA. The country's GNP per capita is US$18 845 (1994). Its HDI is 0.911, making it #16 in world ranking in 1992.

Iceland (Republic of Iceland)

Area: 102 819 km2

Population: 265 000 (1994), almost entirely Icelandic, a homogeneous mixture of descendants of Norwegians and Celts. There is not an indigenous population.

Capital: Reykjavik - population: 102 000 - 1993.

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Iceland is a republic and a representative democracy. The country is led by a president who is elected by direct popular vote for 4 year terms.

A parliament called the Althing is comprised of 63 members. It forms itself into two houses: the Upper House has one-third of the members and the Lower House has two-thirds of the members. Each House has special duties and powers. Of the 63 seats, 54 are distributed among 8 electoral districts. Of the remaining nine, 8 are assigned to constituencies proportional to the number of registered voters, and 1 seat is given to the party with the fewest seats compared to the number of votes it gets. Those who are 18 years or older can vote and run for office.

Executive power is exercised under the President by a Prime Minister and cabinet, all of whom are members of the parliament.

As for local government, there are 217 communes, each governed by an elected council. Communes can unite to form district councils if they wish.

In international relations, Iceland is a member of the UN, EFTA, OECD, NATO, the Council of Europe and the Nordic Council.

The economy of Iceland is basically capitalistic, but the country does have an extensive welfare system. The economy depends very heavily on the sea, since the coastal waters are rich in fish and other sea life. Fishing brings in about 75% of export earnings. Apart from the sea, there are relatively few natural resources. Only about 2% of the land is suitable for farming: sheep are raised for wool, meat and skins, and cattle are raised for dairy products. Potatoes and turnips are also grown. Recently, successful attempts have been made to use the abundant hot springs on the island as a source of heat for greenhouses in which a variety of fruits and vegetables are grown. This geothermal power is also used for heating homes. There is an abundance of hydropower which is used for the smelting of imported aluminum. Tourists visit Iceland to enjoy its unusual sights as well as to ski, hike in the mountains or fish for salmon. The country relies heavily on trade. The bulk of Iceland's trade is carried on with Belgium, Denmark, Finland, France, Germany (its biggest trading partner), Japan, Netherlands, Norway, Sweden, Russia, UK and the USA.

The country's GNP per capita is US$19,383 (1989). Its HDI is 0.914, making it #14 in world ranking in1992.

Norway (Kingdom of Norway)

Area: 386 958 km2, including islands

Population: 4 315 000 (1997)

Capital: Oslo - population 480 000 - (1995)

Norway is a representative democracy and a constitutional monarchy.

It is a unitary state, like Britain, rather than a federal state, like Canada. In place of provincial government, the country has a system of strong municipal government.

Executive power is vested formally in the King, but he exercises it through a Prime Minister and cabinet.

A parliament (Storting), having 165 members, is elected every four years by proportional representation from candidates in 19 electoral districts. Eight of the seats are "seats at large" to be distributed among parties which, in relation to the total number of votes cast in the country as a whole, would otherwise be under represented in parliament. This enables a higher degree of proportionality. For some purposes, the Storting divides itself into two Houses, the Lasting (one-quarter of the members) and the Oldesting (three-quarters of the members). Each House has special duties and powers. Those who are 18 years or older can vote and run for office.

The Norwegian parliament is unique in a number of ways. There is no constitutional provision for dissolution of parliament in midterm, so parties are forced to negotiate to find workable coalitions. Representatives are not seated in the Storting according to party affiliation, but according to the county they represent, thus the forces of government and opposition are not ranged against each other, and the atmosphere is less confrontational and more restrained than in many other assemblies. This atmosphere is further cultivated by strict rules that forbid heckling, shouting or applause. Members who are present cannot abstain from voting. Standing Committees of parliament are established that parallel the government's ministries and cooperate closely with the ministries. Every member of parliament is appointed to only one of these committees, and is thus drawn into the decision making process. This also tends to reduce confrontation.

Ministers are drawn largely from the ranks of leading party politicians. Once selected for

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a cabinet post, the representative is no longer a member of the Storting, but ministers can be requested to meet in parliament to answer questions from the floor. Ministers can be selected from outside the ranks of parliamentary representatives.

For administration purposes, there are 19 counties. The central government is represented in each county by a county governor. There are also 448 municipalities that are governed by elected councils. In international relations, Norway is a member of the UN, NATO, EFTA, OECD, the Nordic Council, and the Council of Europe. It has applied for membership in the European Union.

The economy has undergone major structural changes since 1980. There has been a decline in the traditional industries of farming and fishing, and an increase in service industries and in oil-related industries. The offshore oil and gas industry accounts for about 15% of the gross domestic product. Hydroelectric power is also important to Norway both as an industry in itself and as a critical factor that gives Norwegian industry a competitive edge in international markets. Norway has also recently developed the world's fourth largest merchant marine fleet. The country is rich in natural resources: crude oil, natural gas, copper, nickel, pyrites, lead, zinc, iron ore, timber, fish and hydropower. The economy is operated from a free enterprise base, but tempered by a broad social welfare system under which assistance in time of need is viewed almost as a right. Like other Scandinavian countries, Norway has always maintained some degree of government engagement in key industries such as energy, and it subsidizes fishing and agriculture.

Norway's main trading partners are Denmark, Finland, Germany (its second biggest trading partner), Sweden (its biggest trading partner), UK and the USA.

Norway's GNP per capita is US$25,800 (1992). Its HDI is 0.928, making it #5 in world ranking in1992.

Russia (Russian Federation)

Area: 17 075 383 km2 (the largest country in the world)

Population: 149 608 953 (1994)

Capital: Moscow - population 9,000,000 (1992 estimate)

Russia is the main country that has arisen out of the collapse and disintegration of the former Soviet Union. Russia is a republic and a federal state. Its government is in

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transition from oligarchy to representative democracy. It is led by an elected President as well as a Prime minister and cabinet. The extent of presidential powers is just now being determined in the turmoil of transition.

The supreme legislative body is the elected Congress of People's Deputies which has more than two thousand members (about one-third of these members are actually appointed). Out of the Congress in turn is elected the 542 member Supreme Soviet which, because it is more manageable in size than the Congress, has gained power by default. All citizens 18 years or older are entitled to vote.

The country is made up of Russians (82%), Tartars (4%), Ukrainians (3%), and others (including indigenous peoples (11%). Altogether there are people of 130 nationalities living in the federation. The country is divided into 16 autonomous republics, 5 autonomous regions and 10 autonomous areas. These autonomous political jurisdictions are necessitated by the diversity of nationalities in the federation.

There are about 950 000 indigenous northern peoples in 25 different national groups, the most numerous groups being the Karelians, Komis and Yakuts. Smaller groups include the Inuit and Chukchis.

In international relations Russia is a member of Commonwealth of Independent States and the UN. It may soon be invited to join the G-7 states, the most powerful economies in the world.

The economy of Russia has undergone a major transformation in recent years. It is, with much difficulty, slowly making its way from being the centralized, planned and tightly controlled economy it was in the former Soviet Union, to being a western style market-driven economy. In this transition, the government has privatized small businesses such as shops, restaurants and other service establishments. Privatizing factories has proven more difficult, because it is hard to evaluate the financial worth of the enterprises and because bidders are reluctant to get saddled with old technology and equipment. For example, Russia's machine-building sector is large and significant, but it lags behind the rest of the world in efficiency of operation and quality of production. Social problems are resulting from the turmoil. Unemployment is one of the more serious social problems, since workers lose their jobs when outdated factories shut down and when other factories begin to operate more efficiently under free enterprise. Inflation is a problem as well (it was 89% in 1991), and so is the prevalence of organized crime, as Russians scramble to take advantage of new economic opportunities. Nevertheless the transition continues: market institutions are being created, and there are a number of stock and commodities exchanges operating.

The vast land area of Russia, its remarkable range of natural resources, and its large population, combine to make an enormous resource development potential. There are 220 million hectares of farmland in Russia. Forests cover two-fifths of the territory. There are enormous fresh water reserves in thousands upon thousands of rivers and lakes. Its mineral lands contain virtually all known chemical elements, plus a large share

of the world's gas, oil and coal reserves.

Russia's industries include all the following: mining and extractive industries (oil, gas, chemicals, coal, metals); machine building, from rolling mills to high performance aircraft and space vehicles; shipbuilding; communications equipment; agricultural machinery; road and rail transportation equipment; electric power generating and transmitting equipment; construction equipment; scientific instruments; grain; meat; milk; vegetables and fruits.

(Note: Since Russia is presently in transition and undergoing some turmoil, surprisingly little up-to-date information was available from the Russian embassy itself. In addition to what was acquired from that source, information on the new Russia was obtained from the "Eastern Europe and the Commonwealth of Independent States", Europa Publications Ltd., 1992, and from "The Commonwealth of Independent States", Mary Jane Behrends Clark, The Millbrook Press, Brookfield, Conn., 1992, "Russia, Then and Now", Phylliis Arnold and David Rees, Arnold Publishing, Edmonton, AB, 1993, as well as from the other sources listed at the end of this Strand).

Sweden (Kingdom of Sweden)

Area: 449 964 km2

Population: 8 844 499 (1997)

Capital: Stockholm - population 718 462 (1997)

Sweden is a constitutional monarchy. Its government is a representative democracy in the parliamentary style. The monarch (king or queen) is the Head of State, but he/she has only ceremonial unctions and does not participate in the governance of the country. There is a one house parliament called the Riksdag. It is made up of 349 members, 310 of these members are directly elected by the people for three year terms. They are elected from 28 electoral districts under a system of proportional representation that is designed to enable representation in the Riksdag to mirror the electorate's vote as closely as possible.

The remaining 39 seats are a nationwide pool which are distributed in proportion to the popular vote to any party that receives at least 4% of that vote. If a party gets less than 4% nationally, it can still participate in constituency distribution in any constituency

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where it gets at least 12% of the popular vote. Political parties that can win at least one seat in parliament, or 2.6% of the votes throughout the whole country, are eligible for limited government subsidies to help them maintain their offices and promote their ideas. Those who are 18 years of age can vote or run for office.

The government is led by a Prime Minister and cabinet. The Speaker of the parliament is chosen by the Riksdag and in turn appoints the prime minister, who then chooses other ministers. As a rule, political initiatives come from the cabinet. Because of proportional representation, the country is often led by coalition governments.

The cabinet ministries are only small policy making units with 100 to 150 employees. Day-to-day operations of government are not handled by these ministries.

For administrative purposes, there are 24 counties with deliberative councils that are elected every three years. The central government is represented in each county by a cabinet appointed county governor and a county administrative board. County governments handle health care, regional transit and certain educational institutions.

There are 284 municipalities with elected councils in Sweden. These councils are elected every three years at the same time as the national election is held. Local councils are very important because they handle many more programs than are handled by local governments in most countries: schools, child care programs, services for the elderly, other social programs, sanitation, libraries, cultural and recreational facilities. Local governments depend on central government subsidies, as well as local taxes, to finance programs.

Sweden gave the office of Ombudsman to the world (there has been an Ombudsman in Sweden since 1809). This official's role is to protect individuals against arbitrary treatment by government bureaucrats.

In international relations, Sweden remains neutral where conflicts are concerned. It is a member of the UN, the European Free Trade Association (EFTA), the Council of Europe, the Nordic Council and the Organization for Economic Cooperation and Development (OECD). The country has recently become a member in the European Union (EU).

Sweden's economy is founded on rich natural supplies of coniferous forest, hydro electricity, iron ore, copper, silver, lead, zinc, uranium and some good farmland in the central and southern parts of the country. Manufacturing and trade have become a significant part of the Swedish economy. The country manufactures motor vehicles, pharmaceuticals and telecommunications equipment. High quality steel is made and used in the manufacture of ball bearings, Volvo and Saab automobiles, high voltage cable and other electrical equipment. Lumber, paper and furniture are also manufactured. Seventy-five percent of farm income is derived from livestock and dairy products. Hay, wheat, oats and barley are grown as fodder. Despite a common misconception to the contrary, nearly 90% of Sweden's industrial production comes

from private businesses.

The country has an extensive social welfare system which includes health insurance, child care leave and subsidized child care centres, free instruction, books and lunches in the public schools, various employment security programs, disability pensions and old age pensions.

Germany is Sweden's biggest trading partner. Other important countries for trade are: Denmark, Finland, France, Italy, Netherlands, Norway, UK and the USA.

The country's GNP per capita is US$27 500 (1993). Its HDI is 0.928, making it #4 in world rankings in1992.

United States of America

Area: 9 372 610 km2

Population: 265 283 783 (1996)

Capital: Washington, D.C. - population 3 923 574 (1990)

The USA is a republic, a representative democracy and a federal state. It has a presidential style of government, with the powers of government strictly divided into three branches: the executive, legislative and judiciary. The executive branch is headed by the President. He/she is elected every four years, and he/she appoints the cabinet from among competent people in the country at large. Every eligible voter can vote directly for his/her choice of president. The legislative branch is focussed on Congress. Congress is made up of the Senate (100 senators serving six year terms) and the House of Representatives (435 representatives serving two year terms). Each House has specific powers and duties. The judicial branch is made up of the Supreme Court and other federal courts. Supreme Court judges are appointed by the President and must be confirmed by the Senate.

There are 50 states, each with an elected governor and assembly. All state assemblies except Nebraska are made up of two houses. There are thousands of municipal governments throughout the country.

In international relations the USA is a member of the UN, OAS, NATO, OECD, Colombo Plan and the G-7.

The economy is clearly based on private ownership and free enterprise. There are few public corporations and social welfare programs are generally held to a minimum deemed to be necessary, although the Clinton administration announced its intention to introduce a national health care scheme. More than in the other circumpolar countries, individuals are expected to look after their own welfare.

The bulk of US trade is carried on with Canada (its biggest single country trading partner), the EU and Japan (the USA buys nearly as much from Japan as it does from Canada, but it sells much less to Japan).

The USA GNP per capita is US$23,120 (1992). Its HDI is 0.925, making it #8 in world rankings in 1992.

Yukon Territory (Canadian Circumpolar territory)

Area: 483,450 km2

Population: 30,766 (1996)

Capital: Whitehorse - population 22 907 (est. 1993)

The government is led by a premier who is the leader of the political party that wins the largest number of seats in the legislative assembly. Cabinet ministers are selected from the winning party. There are 17 seats in the assembly.

The Yukon is represented by one senator and one Member of Parliament in the federal parliament in Ottawa. The territory was created June 13, 1898.

Besides the traditional pursuits of hunting, trapping and fishing among the aboriginal people, the economy relies very heavily on mining. There are deposits of lead, zinc and gold. Tourism is a very important industry. There are small amounts of agriculture: hay, oats and garden vegetables are grown.

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Alaska (an American State in the Circumpolar Region)

Area: 1 530 582 km2

Population: 611 300 (1996)

Capital: Juneau - population 29,813 (1997)

The Alaska state government is led by a Governor and an appointed cabinet. The state legislature has two houses: a senate which has 20 members, elected for 4 year terms, and a House of Representatives which has 40 members, elected for 2 year terms. Citizens 18 years or older have the right to vote and run for office.

The state of Alaska relies very heavily on income from petroleum production, as the oil industry is a very important part of the state's economy. Much of the oil is produced on the north slope around Prudhoe Bay. It is then transported across Alaska by pipeline to the port of Valdez. From there it is loaded onto oceangoing tankers and shipped to the continental USA and elsewhere.

Fishing is very important to Alaska as well. The seas produce salmon, king crabs, snow crabs, halibut, shrimp, cod, herring, scallops and clams. Because of the strikingly beautiful scenery in Alaska, tourism brings many dollars to Alaska and provides many jobs. There is only a small amount of agriculture. Some of the main farm products are barley, oats, hay, potatoes, cabbage, milk and eggs. Grains are raised mainly as fodder for livestock. The Aboriginal people of Alaska still hunt whales, seals, moose and caribou. Logging and the production of paper are important in some parts of the state. There is some mining of gold, coal, lead, silver, platinum, barite and gemstones. Despite the fact that the state has suitable rivers for hydro power, very little has been developed. Most electricity is produced by coal, natural gas and petroleum generating stations.

Scandinavia

Scandinavia is a term that has been used for thousands of years to describe the northernmost part of Europe. Originally the term was used to encompass the three modern states of Norway, Sweden and Denmark, whose histories have been linked since the earliest recorded times. More recently it has been broadened to include

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Finland, Iceland and the North Atlantic islands.

During the era of Viking explorations near the end of the first millennium, Scandinavia was the focus of power in northern Europe. It possessed ships that could make sea voyages and it had effective military technology. It was a leader in exploration, trade, economics and military power.

7.1.3 Concepts Related to Theme

Coalition

A government formed by temporarily uniting the efforts of two or more political parties. Cabinet ministers in the government are selected proportionally from the parties in coalition. This type of government is sometimes created where no single party has gained enough seats in an election to control the legislature. Coalition governments are most common in countries that elect members by a proportional representation system, or in countries that have large numbers of political parties.

Constitutional Monarchy

A country, such as Canada or Britain, that has a monarch (king or queen) as its Head of State, but where the monarch does not have absolute or sovereign power (the latter is called an absolute monarchy) and does not have a significant role in the day to day governance of the country. The monarch's limited powers are spelled out in a constitution, or are determined by custom. The monarch is subject to all the laws of the country.

Federation

A nation that is created by an agreement among preexisting states, where each of those states constitutionally retains certain powers following the creation of the nation - often very significant powers. Canada and the USA are examples of federations. The national government of a federation is often called the federal government, as distinct from provincial or state governments.

Nunavut

An eastern Arctic territory that will be created in 1999 when the Northwest Territories is officially divided by an Act of the federal parliament. The majority of the people living in Nunavut will be Inuit. The word Nunavut means "our land" in Inuktitut, the language of the Inuit.

Parliamentary Government

A style of government where the governing party is determined by elections to a legislature. The leader of the political party that wins the greatest number of seats in the legislature is appointed as the Prime Minister (Premier) and serves as the chief executive officer of the government. The Prime Minister generally chooses his/her cabinet from among the members of the elected legislature. The Prime Minister and

cabinet then require the continuing support (confidence) of the legislature in order to retain and exercise their power.

Political Organization

Any organizing done, or any organization established, with a view to acquiring and exercising power. One of the most common kinds of political organization is the political party. Parties are often founded on ideologies (e.g. socialism or capitalism) or on special interests (e.g. labour, national heritage).

Presidential Government

Presidential government is a style of government where the executive branch of government is separated from the legislative branch. A president (the chief executive officer of government) is given a direct mandate from the people, in a presidential election, to govern the country by exercising certain broad, but nevertheless limited, powers which are spelled out in the country's constitution. The president is free to appoint his/her cabinet from the citizenry at large, though cabinet ministers may have to be approved by the legislature. The president's term in office is set by law and his/her continuance in office does not depend on the continuing support of the legislature (unless he/she is impeached for serious malpractice). The United States of America is an example of a presidential style of government.

Proportional Representation

This is a method of allocating seats in a parliament to political parties in proportion to the percentage of the total popular vote each party receives in an election. It is generally accomplished by dividing the country into several multi-member electoral districts. Each registered party in each district lists its own candidates in an order of preference.

Electors vote for their preferred party on election day, and when the votes are counted and percentages for each party are known, seats are allocated in accordance with those percentages. If a particular party has won only one seat, that seat will go to the candidate at the top of its priority list; if it has won two seats, its top two candidates will be selected, and so on.

Proportional representation has the advantage of ensuring that voters' wishes as a whole are reflected in the makeup of the legislature and that smaller parties representing minority opinions are given a reasonable chance of having their voices heard in the legislature's deliberations. It avoids the kind of situation that can arise in countries like Canada (which uses single-member constituencies and a so-called "first past the post" electoral system) where a small party can win perhaps ten percent of the popular vote yet not win any seats in parliament, or even where the main opposition party can win perhaps thirty or thirty-five percent of the popular vote, yet not win a single seat in the legislature.

Proportional representation has the disadvantage that it is very difficult under this system to elect a stable majority government. More often than not coalition governments will have to be formed.

Two relatively recent elections will illustrate the difference between proportional representation and "first past the post".

Finland - Proportional Representation - 1991 election

Centre Party - 55 seats 24.8% of the vote
Social Democratic Party - 48 seats 22.1% of the vote
National Coalition Party - 40 seats 19.3% of the vote
Left Wing Alliance - 19 seats 10.1% of the vote
Swedish People's Party -12 seats 5.5% of the vote
The Greens 10 seats - 6.8% of the vote
Finnish Christian Union - 8 seats 3.0% of the vote
Finnish Rural Party - 7 seats 4.8% of the vote
Liberal Party of Finland - 1 seat .8% of the vote

There are 200 seats in the Finnish parliament. The government was formed by a coalition of Centre, National Coalition and Swedish People's Party. Ministers were chosen from these parties and serve under a Prime Minister from the Centre Party. Under this system there is a close relationship between the percentage of seats won (e.g. Centre Party - 27.5%) and the percentage of the popular vote received (e.g. Centre Party - 24.8%).

Canada - First Past the Post - 1993 election

Liberal Party - 177 seats 41% of the vote
Bloc Québécois - 54 seats 14% of the vote
Reform Party - 52 seats 19% of the vote
New Democratic Party - 9 seats 7% of the vote
Progressive Conservatives - 2 seats 16% of the vote
Independent - 1 seat 3% of the vote

There were at that time 295 seats in the Canadian parliament. The Liberal Party formed a majority government with its leader being named as Prime Minister. Under this system there is much less of a relationship between the percentage of seats won (e.g. Liberals - 60%) and the percentage of the popular vote received (e.g. Liberals - 41%).

Republic

A republic is a state in which the sovereign power very clearly resides in the hands of the people. The people elect representatives to exercise this power and they make the

elected representatives accountable to them for its use. Most specifically, a republic will not accept hereditary or appointed leaders. It will not have a monarch (king or queen) as its Head of State, but rather will elect a president. France and the USA are examples of a republic.

Social Organization

Any organizing done, or any organization established, to effect social purposes. Families and communities might be called natural social organizations. Other social organizations can range from complex financial institutions to single purpose self-help groups.

Societies

A society is an identifiable social group, the individuals comprising which often share a common culture, or some other common interest, and live in proximity to one another in order to address common interests and to realize mutual benefits. More than one society may live within the boundaries of a single state.

7.1.4 Issues Related to the Theme

Issue #1 How should circumpolar nations resolve the conflict between resource development and environmental degradation?

The "how" depends upon the goals of the group(s) involved. This in turn raises the matter of conflict between national and local goals that must first be resolved. When local groups very clearly wish to belong to larger nations in order to enjoy the benefits of belonging, then it is clear that local goals must sometimes be sacrificed to larger needs. The issue is not so clear however, when local groups have been absorbed into larger nations against their wishes.

In any event, values and goals clarification is a good place to begin to try to resolve difficult issues like this. What relative value is placed upon productive work activity, upon a reasonable level of prosperity, upon a pristine environment, upon tradition versus change, upon justice and upon the wellbeing of future generations? What are the most important elements of human wellbeing anyway?

Going through this process makes it clear that not everything that is valued can be realized - that the attainment of some values necessarily means the loss of others. It also becomes clear that many matters under consideration are not monolithic - that they can be analyzed and measured in degrees. Therefore, as a hierarchy of values is established, it often becomes possible to see where compromises can be made: where elements of some values can be sacrificed to the significant attainment of other values - a little less opportunity for prosperity, for example, in order to maintain a healthy environment; or a generally agreed upon safe level of industrial chemicals released into water in order to enable employment of local labour.

In this exercise of assigning priority to values, it is important to give adequate consideration to the unique features of the circumpolar environment that could compound the effects of environmental damage, hamper emergency control measures and/or make environmental recovery a much longer process.

Issue #2 Should major economic developments in the circumpolar world face stringent environmental reviews before being allowed to proceed?

Unique characteristics of the circumpolar environment seem to make this a non-issue. The answer is 'Yes'. Slow biological growth rates, long recovery times, remoteness that precludes the ready availability of emergency personnel, equipment and supplies, weather conditions that could hamper or prevent cleanup efforts for critical periods of time, the widespread dependence of indigenous peoples for sustenance and supplementary income on traditional land related pursuits - all of these considerations

support stringent environmental reviews, keeping in mind that stringent does not mean irrationally obstructive.

On the other side, it must be borne in mind that people everywhere, including indigenous peoples in the circumpolar region, require productive work activity in order to maintain a reasonable standard of living. With reduced infant mortality, improving health care and social assistance in times of shortage, indigenous populations are growing. The productiveness of the land's traditional resources, however, does not grow proportionately. This means that land resources cannot sustain a growing population solely in traditional ways. Thus employment generated by the activities of a modern economy are to some extent necessary if all indigenous peoples are going to enjoy a dignified existence with a reasonable level of prosperity.

Needless to say, some economic activities are less of a threat to the environment than are others. To the extent that it is possible, these activities should be focussed upon when development is being considered. But this is not a matter that is entirely in the hands of human beings. Economic activities are governed to an important extent by the availability of resources, the accessibility of markets and other forces. We can only do what it is possible to do. But innovative thinkers have often shown that what it is possible to do is often surprisingly broad when thought and effort are applied - less limited than we at first imagine.

7.1.5 Activities Related to the Theme

1. For those close enough to do so, visit the large globe at the Prince of Wales Heritage Centrein Yellowknife in order to get a good three dimensional view of the circumpolar world.

2. Write a letter to the Canadian embassy of each circumpolar nation asking for up-to-date information on the government of the nation, on self-government initiatives for their indigenous peoples, and on the nation's links to Canada.

3. Create political maps that are centered on the north pole (polar projections) and that show political boundaries and main population centres in the circumpolar world.

4. Invite visitors from other circumpolar countries who happen to be visiting your community to speak to your class about political problems faced in their country.

5. Choose a community in another circumpolar country. Send a package of information on your community to a school in that other community, making sure that government in your community and region are adequately explained. Ask for a return package.

6. Use the Internet (chats, moos, ftp, www, e-mail. Ex: Schoolnet) to make contact with a class in a different circumpolar country. Exchange information of a more personal nature such as recreational activities, housing, pets, school work, weather, travel, hobbies, etc.

7. Have the entire class make a circumpolar mural in your classroom depicting all northern peoples.

8. View videos depicting life in other circumpolar countries. Try to determine whether the lives of people in those countries are freer or more limited than ours.

9. Work on a class project that illustrates in a tangible way the cultures and governments of the entire circumpolar world. Invite people from your community to view the display.

10. Create a chart that compares the levels of autonomy enjoyed by various indigenous peoples in the circumpolar countries.

11. Prepare and present a northern pageant with costumes, flags, dialogue and narration, describing life in each of the circumpolar countries. Have some class

members speak on behalf of public government and some speak on behalf of the various indigenous peoples, describing attainments and ongoing problems.

12. Prepare an exhibit describing a particular northern people: their traditional and modern culture, dress, language, economic activity, and method of government.

13. Compare the responsibilities of a Swedish municipal government with the responsibilities of a municipal government in Canada.

14. Create a propaganda pamphlet for some particular circumpolar country describing and defending that nation's treatment of its indigenous peoples.

15. Write and deliver a speech for a native leader in one of the circumpolar countries challenging the nation's treatment of his/her people.

16. Make illustrated charts/posters identifying the various peoples living in each circumpolar country.

17. Research and report on the structure and style of government in one circumpolar nation other than Canada.

18. Write an essay that assesses Canada's role as a circumpolar nation, and assesses whether or not we should attempt to develop closer formal relations with other circumpolar countries.

7.2 Theme Two - Political Changes in the Circumpolar World

7.2.1 Commentary on the Theme

7.2.2 Information on the Theme

7.2.3 Concepts Related to the Theme

7.2.4 Issues Related to the Theme

Issue #1 Should countries that have circumpolar regions develop policies to protect and support the Aboriginal peoples who live in those regions?

Issue #2 Should northern Aboriginal peoples have the opportunity to exercise self-government? If so, how, at what level and to what extent?

7.2.5 Activities Related to the Theme

7.2.1 Commentary on the Theme

The material in this theme is important because it ensures that students are up to date concerning political developments in the circumpolar world. These developments will have an impact on students' lives.

It will also help them to understand that social conditions (the relative power of individuals and various groups, the status of governments, the location of boundaries, the assertion and guarantee of rights, etc.) are dynamic, never static, and that they can be modified for better or worse by the actions of individuals working alone or with others.

Hans Blohm, GNWT

Nunavut AIP signing, Igloolik, 1992

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7.2.2 Information on the Theme

One of the important political features of circumpolar countries is the presence of indigenous peoples within the boundaries of national states (with the exception of Iceland). These peoples were invariably self-sufficient and self-governing before being absorbed into a national structure and made subject to the laws of national governments.

The most significant political changes in the circumpolar world are those being brought about by the efforts of indigenous peoples to win a measure of self-government and to forge linkages with one another to advance their interests. In addition to changes being brought about by Aboriginal peoples, there are very significant political changes presently taking place in the former Soviet Union. It is now reduced in size and called the Russian Federation.

Canada

Indigenous peoples in Canada include the following: Inuit, Inuvialuit, Inuinnait, the Dene of the Northwest Territories; the Slavey, Chipewyan, Dogrib, Yellowknives, Hare, and Gwich'in as well as a broad range of Indian tribes - Naskapi, Montagnais, Beothuk, Micmac, various Iroquoian, Huron, Ojibwa, Chipewyan, Cree, Assiniboine, various Blackfoot, Gros Ventre, Piegan, Blood, Kootenay, Sarcee, Shuswap, Salish, Chilcotin, Nootka, Bella Coola, Bella Bella, Haida, Tsimshian, Nishga, Carrier, Beaver, Sekani, Tsetsaut, Tlingit, Tahltan.

According to the 1996 census there are the following numbers of Aboriginal people in Canada: Inuit: 40 225; Metis: 204 115; Indian: 529 035. This makes a total Aboriginal population in Canada of 773 375 individuals. In addition to this there are a large number of "non-status" Aboriginal people. In the NWT, according to 1993 estimates, there is a total population of 64 125 individuals of which 39 690 are Aboriginal and 24 435 are non-Aboriginal. Of the Aboriginal, there are 24 505 Inuit, 11 070 Dene and 3 745 Métis.

Gwich'in Land Claim

The land claim agreement between the Government of Canada and the Gwich'in gives the Gwich'in private ownership of 22 422 sq km of land in the Mackenzie Delta region of the Northwest Territories. This figure includes 6 158 square kilometres of land in which the Gwich'in own the subsurface mineral rights as well. There is an additional 1 554 sq km of land that they own the surface rights to in the Yukon. In exchange for the certainty of ownership of this land, the Gwich'in have been required to give up any further claim

to land or resources in Canada.

The Gwich'in will also receive a tax-free capital transfer of $75 million (1990 dollars) over a period of 15 years from the time of signing in 1991. In addition, in their settlement area, they have extensive and detailed wildlife harvesting rights; guaranteed participation in decision making structures to be established for the management of wildlife and the regulation of land, water and the environment; and rights of first refusal to a variety of commercial wildlife activities.

The agreement also provides for negotiation of self-government arrangements which will be brought into effect through legislation as agreements are reached.

Nothing in the land claim agreement removes from the Gwich'in their identity as an Aboriginal people nor affects any existing or future constitutional rights for them as Aboriginal people.

A similar land claim agreement was signed by the people of the Sahtu region near Great Bear Lake, and another is presently being negotiated by the Dogrib people north of Great Slave Lake.

Inuit Land Claim

The Inuit land claim was ratified by the Inuit in late 1992 and by the federal government in early1993.

The Inuit have been granted private ownership of 353 610 sq km of land in the Nunavut Settlement Area. Of this total, 36 257 sq km of land will include ownership rights to the subsurface, specifically including oil, gas and minerals. The agreement also provides for guaranteed wildlife harvesting rights; guaranteed participation in regimes established to manage wildlife, to regulate the use of the land and water and to protect the environment in Nunavut; and for guaranteed Inuit involvement in major economic developments in the settlement area. In exchange for these benefits the Inuit have agreed not to make any further claim to land or resources in Canada. They do however retain all their other rights as Aboriginal people.

The agreement provides for financial compensation of $580 million (1989 dollars), plus interest, over a period of 14 years.

The claim agreement also includes an obligation on the part of the federal government to negotiate a political accord for dividing the Northwest Territories and creating a Nunavut territorial government in the eastern Arctic. The federal government was persuaded to accept this proposal because the people of the NWT had accepted division in principle in a plebiscite held in 1982, and confirmed the boundary to divide the NWT in a plebiscite in 1992. The creation of Nunavut is expected to occur in 1999.

While the government of Nunavut will be a public government and not an Inuit self-government, Inuit will comprise a large majority in the new territory. They will therefore have the opportunity to shape public policy in ways that support and foster Inuit interests while still safeguarding fundamental rights for all citizens of Nunavut.

Inuvialuit Land Claim

The Inuvialuit land claim was signed in 1984. It guaranteed that the Inuvialuit would receive $45 million (1977 dollars) over a period of thirteen years from 1984 to 1997.

The Inuvialuit received private ownership of approximately 91 000 sq km of land in the settlement area, the Mackenzie Delta and Beaufort Sea regions. 11 000 sq km of this total includes the full ownership (all minerals) of subsurface as well as surface rights. On some additional lands the Inuvialuit own subsurface rights to sand and gravel but not to oil and gas. In exchange for certain ownership of this land the Inuvialuit have given up any further claim to the ownership of land or resources in Canada.

Under the agreement the Inuvialuit have special rights to wildlife harvesting and guaranteed participation on wildlife management, land and water management and environmental protection boards.

Despite having given up any further claim to land and resources in Canada, the Inuvialuit retain all their other rights as an Aboriginal people.

James Bay and Northern Quebec Agreement

This agreement was signed in 1975 between the James Bay Cree and the Inuit of northern Quebec on the one hand and the governments of Canada and Quebec and Quebec Hydro on the other. In the agreement, the Inuit and Cree surrender any claim to land in Quebec in exchange for specified rights. It is specifically stated that they do not, in signing the agreement, prejudice their rights as citizens of Quebec and Canada, nor do they lose any entitlements under the Indian Act.

In exchange for surrendering a general claim to land, the Inuit and Cree each received cash compensation of $75 million, ownership of certain specified lands and special entitlements to hunting fishing and trapping. They received certain rights to establish self-government institutions, particularly concerning education, health and social services. They were also given guarantees that appropriate regimes would be established to offer environmental and social protection against the negative effects of industrial development in the area.

Northeastern Quebec Agreement

This agreement was signed in 1978 by the Naskapi Indians of northeastern Quebec on the one hand and the governments of Canada and Quebec and Quebec Hydro on the other. It essentially follows the pattern of agreement reached with the Inuit and Cree in the James Bay and Northern Quebec Agreement. This smaller group received a cash compensation of $6 million.

Yukon Indian Land Claim

An umbrella agreement was signed to establish the general principles that would apply to all First Nations in the Yukon. Each band then negotiated the specific provisions that would apply to it.

As required in other claims, the Yukon Indian people give up the right to claim any other land or resources in Canada in exchange for the specific provisions set forth in this agreement. But they are guaranteed that any future Aboriginal rights identified will apply to them as they do to other Indians in Canada. Also, they continue to receive all other benefits due to them as native people and citizens of Canada.

The agreement guarantees a certain amount of land ownership to First Nations. It includes the land already set aside in the existing reserves of each First Nation. The total amount of settlement land is 40 960 sq km. On certain limited lands, the First Nations will own the subsurface as well as the surface rights.

The Yukon First Nations will have guarantees concerning traditional pursuits of hunting, trapping and fishing. They will have significant representation on land use, development and water and wildlife management boards. For surrendering their claim upon land, they will receive $232 million (1988 dollars) cash compensation through instalments over a 15 year period. Any tax exemptions that apply to the six Yukon Indian reserves, or to any Yukon Indian person, will cease. In exchange, Yukon First Nations will share a compensating payment of $12.6 million at once, as well as an additional $13.9 million in 10 annual instalments. The First Nations will also share in royalties on onshore minerals received by the Yukon government (50% of the first $2 million and 10% of any additional royalties).

Yukon First Nations will have the right to negotiate self-government agreements that will replace the existing Indian Act bands. The items that may be negotiated with the federal government as suitable jurisdiction for these First Nations governments are, among others: health, social services, culture, Aboriginal languages, justice, economic development, and local government

Alaska - N.Slope Burrough

For the North Slope area of Alaska, between the Brooks Range and the Arctic Ocean, there are 227 840 sq km of land subject to an Inupiat home rule government called The

North Slope Borough. Its main community, Barrow, is the northernmost community in the United States.

The North Slope Borough government was established in 1972 following the settlement of the Inupiat land claim in 1971.

There are eight villages in the Borough, containing 6,290 residents, and 70% of the population is Inupiat. Many still practice some of the traditional activities: hunting for caribou, walrus, seal, and most importantly, the bowhead whale.

Revenue from oil production on Prudhoe Bay is the greatest single source of operating revenue for the Borough government. The Borough government has responsibility for such things as: wildlife resource management; public safety and fire protection; search and rescue; provision of water and power; sewage and solid waste disposal; planning and zoning; health and social service programs; housing; providing local transportation services; planning and constructing public facilities; plowing roads and runways; and operating schools.

Schools provide a standard curriculum blended with classes on Inupiat language, history and culture. Health services provide video image links between the small communities and Barrow, enabling the long-range diagnosis of injuries and illness. The Borough also employs a traditional medicine practitioner who travels to each village. The Borough government's cultural services include promoting Inupiat life through activities, research and special celebrations, developing an Inupiat writing system and dictionary, establishing archives, sponsoring elders' and other cultural conferences.

The borough government and the village corporations set up under the land claim are the area's biggest employers. The Borough government and the Borough school district together employee about 60% of the area's employed labour force.

Regional meetings and educational classes are often held by making use of a state-of-the-art teleconference network owned and operated by the Borough government.

Greenland - Home Rule Government

The Greenland Home Rule Act was passed in 1978; home rule was introduced in Greenland in1979 and completed in 1981.

Under the Home Rule Act, Greenland has a 27 member assembly called the Landsting. It is elected directly by Greenlandic people in secret ballot elections, and its members serve four year terms. The assembly chooses an executive council called the Landsstyre which is headed by the Prime Minister.

The Home Rule government may exercise authority in the following areas: organization

of local government; direct and indirect taxes; renewable resource management; conservation and environmental protection; commerce and the licensing of businesses; social welfare; health services; labour market affairs; education; cultural affairs; economic development; housing services; internal transportation of passengers and goods. The Danish government handles other matters such as defence and foreign affairs.

Disputes between the Danish government and the Home Rule government about jurisdiction as set out in the Home Rule Act are referred to a seven person Board for settlement.

Greenlandic is designated as the principal language, but Danish must be taught "thoroughly". Either language may be used for official purposes.

The Danish government's chief representative in Greenland is the Rigsombudsmand (Commissioner). He must be informed of all acts and regulations passed by the Home Rule government. The Home Rule government can request the Danish government to take special measures to represent Greenlandic interests in international affairs. Where extra measures are taken, the Greenlandic government can be expected to pay for them.

There are 18 local government divisions throughout Greenland.

The Sami

There is a population of approximately 40 000 Sami in Norway, 17 000 in Sweden, 5 700 in Finland and 2 000 in Russia, a total of close to 65 000 in all (these figures vary from source to source). The Sami were formerly called Lapps by other people but that is not the name they call themselves.

Finland has a Finnish Sami Parliament, composed of 20 representatives chosen by the Sami. Elections are held every fourth year. This parliament concerns itself with Sami rights and supports Sami social, economic and cultural development. It is funded by, and is subject to the authority of, the Finnish government. It participates with Sami groups in other countries in a Nordic Sami Council, an international body created to advance the interests of all Sami.

Finnish Sami do have some opportunity in school for learning about their mother tongue, and for learning in their mother tongue. Wherever possible and necessary, they also have the right to use their language before public authorities, under limits defined by Finnish laws.

Since 1989 Norway has also had a Sami Assembly (the Sameting). It is comprised of 39 members who are elected by Sami through direct elections every fourth year, on the same day as elections for the Norwegian National Assembly. The main job of the

Sametinget is to protect and develop the Sami language, culture and way of life. The Sametinget is an advisory body subject to the laws of Norway.

Sami children in Norway are legally entitled to be instructed on and in their own language. Through the agency of the Nordic Sami Council, Norwegian Sami participate in the World Council of Indigenous Peoples (WCIP), which is a worldwide organization whose main aim is to encourage solidarity among indigenous peoples. The first world conference of WCIP was held in Port Alberni, British Columbia, Canada in 1975.

Like other Scandinavian governments, the government of Norway regards the Sami as Norwegian citizens with the same rights and duties as all other Norwegians. It has decided, though, that some special treatment is necessary for the Sami because of their indigenous status, their small numbers, and the relatively little political power they control.

A recent law has been passed in Sweden that establishes the Sameting, a popularly elected council of Sami. It has thirty-one members who serve four year terms. This institution will give the Sami an opportunity, besides using the Swedish parliament, to present their minority issues to the Swedish people in an effective way. The Sameting has the following powers: it can allocate money from state grants and from other money in the Sami fund derived from sources including the sale of hunting and fishing rights, or the sale of rights to use land in reindeer breeding areas for public purposes; it can direct Sami language projects; appoint the board of the Sami school system; monitor how well Sami needs are being taken into account by the government of Sweden; make representations to government; and distribute information about the Sami.

It is not a self-governing body. Rather, it is a special state agency under the purview of the Swedish government. Nevertheless, it has quite a far-reaching independence for a public agency.

Under Swedish law, the Sami do not own the land in the reindeer breeding areas but they do enjoy strong stewardship rights to the land and water in the area, and they have special hunting and fishing rights as well.

Just as in other Scandinavian countries, in Sweden there are conflicts between Sami reindeer owners (the main traditional occupation) and settlers. Winter sports, modern forestry and the development of hydroelectric power (flooded land and blocked migration routes) all have an impact on reindeer herding. Yet the reindeer thrive and the herds are growing. The Sami do sometimes get compensation for encroachment and damage. Their language is being lost, but handicrafts, theatre and other artistic and literary activities of the Sami are thriving.

7.2.3 Concepts Related to the Theme

Home-rule Government

This is a particular name given to the Greenlandic government by the Danes. It is a semiautonomous government controlled by the Inuit of Greenland, but ultimately subject to the power of Denmark.

Indigenous

Indigenous carries the meaning that some group of people has arisen naturally in a region and that it has been there from the very beginning. The word is similar in meaning to Aboriginal, although the latter allows for the nuance of having been there for a very long time if not from the beginning.

Self-determination

The concept "self-determination" implies the argument that identifiable cultural groups have the right to decide for themselves as to how and by whom they will be governed. It is in some ways linked to the concept "consent of the governed" which is often cited as being fundamental to democracy, yet there are democrats who would not defend the right of every small cultural group to attain national sovereignty. Though often proclaimed as a right, self-determination only becomes a reality when a group has sufficient power to assert the idea and bring it to fruition.

Self-government

This is a term frequently used to describe Aboriginal aspirations for a large measure of autonomy within a national structure, featuring Aboriginal ownership of land and resources, and Aboriginal control over many of the traditional powers of government, such as education, justice, health care, social services and economic development.

Sovereignty

Sovereignty means a group's enjoyment of supreme rule - a circumstance where it is not subject to any governmental rule except its own. Sovereignty is a state of national independence.

7.2.4 Issues Related to the Theme

Issue #1 Should countries that have circumpolar regions develop policies to protect and support the Aboriginal peoples who live in those regions?

In order to highlight certain elements of the issue, it could perhaps be restated in a general way as the following: Should governments of nations develop policies to protect and support particular groups of people within their borders?

If a democratically elected government which is committed to treating all its citizens equally were to create such policies, the government might run the risk of creating tensions and animosities among its citizens. Those citizens who felt they were not receiving the same support might feel there was inequity or injustice in such policies being implemented. These general questions could be asked: Should individuals who wish to re-build the culture and identity of their particular group be responsible for doing that on their own? Should individuals from other groups, or individuals who identify with no group whatsoever except that of the nation, be expected to bear part of the responsibility and the cost of such a policy?

These are challenging questions. They do not seem so challenging, however, when the 'special groups of people' in question are Indian, Inuit and Métis. In Canada, for example, these groups are constitutionally recognized as 'Aboriginal people'. Their situation is unique because Aboriginal people in the circumpolar world, and elsewhere, did not come from other lands to become part of the existing nation. Rather, unlike various groups of immigrants, their presence preexisted that of the nation. They were absorbed into the nation and made subject to its laws, often against their will. Their self-government was impaired, their culture disrupted and their self-sufficiency sometimes eroded by the encroachment of others. In Canada, at least both the individual and collective rights of Aboriginal people are recognized in the constitution. The government of Canada does not adhere to a policy of 'treating all its citizens the same'. It is one of the distinguishing characteristics of the Canadian constitution. Group rights have ongoing impact on issues such as the re-building of cultural identity and language by these groups, and government policies which support the efforts of these particular groups. Beyond issues of fairness, therefore, there are also issues of justice according to the law of the land.

In any event, as the policies of governments in these areas are followed in various nations, the people of these nations will need to recognize that there will be significant ongoing implications for rights (individual versus collective), finances (parallel institutions, sufficient land and resources to make the policy workable), unity (antagonisms raised by perceived inequity) and sovereignty (entities that thrive

invariably want to exercise and extend their growing power, even to the international sphere). How these issues are resolved will be determined by the attitudes of all the citizens.

Discussions about this issue should take account of the fact that a policy of support for a group's rebuilding of their cultural identity need not be opposed simply by a policy or attitude of ignorance and antagonism. One may not agree that a government should actively and formally protect and support certain groups within a society, yet still accept that Aboriginal groups should be left free, within defined limits, to promote their own identity and welfare. If one finds limits of any kind unacceptable, then the question of Aboriginal sovereignty begins to arise, and that is another issue.

Issue #2 Should northern Aboriginal peoples have the opportunity to exercise self-government? If so, how, at what level and to what extent?

The right to Aboriginal self-government is asserted by virtually all Aboriginal people in Canada, including those in the Northwest Territories. Those who assert that right, however, do not necessarily wish to exercise it as a first choice of options. In the Mackenzie Delta, for example, the Inuvialuit and the Gwich'in (who have negotiated self-government provisions in their land claim agreement) indicated in late 1993 that they would prefer to establish a public regional government with significant powers, rather than opt for Aboriginal self-government. (They did, however, justify this pursuit of modified public government by pointing to their Aboriginal right to self-government). They recognized that Aboriginal self-government would face great complexities in a community like Inuvik where there are significant numbers of non- Aboriginal people as well. If a suitable regional government can not be negotiated, however, the Inuvialuit and the Gwich'in will almost certainly opt for Aboriginal self-government. On the same topic, the Inuit view Nunavut as a public government proposal, not as an Aboriginal self-government proposal. Nevertheless, they proposed to the federal government that Inuit self-government be implemented at the regional level.

Because of respect in democracies for the principle "consent of the governed", and the widespread public support in Canada for regarding Aboriginal people as having special rights, any reasonable claim to Aboriginal self-government in Canada would be very difficult to ignore. This means that the federal and territorial governments will almost certainly cooperate in establishing Aboriginal self-government in the Northwest Territories whenever legitimate demands for it are advanced.

It seems that it is not the question of whether Aboriginal self-government should be accepted that has to be addressed then, but rather the questions of when? where? how? and to what extent?

These latter questions will undoubtedly be decided by negotiation, and the results of negotiations may differ for different Aboriginal groups across the country. There is only a limited amount of government power available. Presently this power is shared among

federal, provincial (territorial) and municipal governments. Wherever Aboriginal self-government is established, its power will have to be transferred from one, or a combination, of the three existing levels of government. Municipal powers are probably the simplest to transfer. But they are not necessarily the powers that Aboriginal people are most interested in acquiring. Rather, provincial powers such as education, cultural affairs, language, economic development, health and social services and the administration of justice are often seen as the most important tools to be used. Some Aboriginal groups would like to be able to exercise some federal powers such as the right to make international agreements with other Aboriginal peoples.

One important question that will have to be answered is whether the power of Aboriginal self governments will extend to all members of a band or tribe in question, or only to those members living in a specified land area. Another key question is how these governments will be financed. Governments without adequate financial resources are very limited in what they can do.

7.2.5 Activities Related to the Theme

1. Prepare a chart which compares the levels of autonomy of various indigenous peoples.

2. Pair students up and debate the issue as to whether the federal and territorial governments are adopting appropriate policies for the north's Aboriginal peoples.

3. Have each student prepare a report, with some element of analysis, on a particular land claim agreement in Canada, or a particular government system in the circumpolar world.

4. Have each student prepare a report: Sami - Then and Now (or Inuit, or Gwich'in or Inupiat), focussing on self-government. There should be an assessment of recent political changes.

5. Have the class make a collection of the official documents which detail agreements between government and northern Aboriginal peoples. Display them.

6. Have each student write a simple position paper pointing out the need for some political change in the circumpolar world.

7. Have each student write a brief biography, with pictures if possible, of some northerner who has helped to bring about political change.

8. Have each student prepare and deliver a speech calling for some change in government policy.

9. Have each student write and deliver a speech reacting positively or negatively to some recent political change in the north.

10. Have pairs of students write and role play a discussion between an Aboriginal citizen and a non-Aboriginal citizen with regard to the need for political change.

11. Have the class visualize and describe an imaginary Sami state, or an Inuit state, that transcends present political boundaries. Identify problems that might stand in the way of creating such a state. Assess the state's likely strengths and weaknesses.

12. Have each student make a prediction about the next big political change to occur. Discuss these predictions in class.

13. Discuss and create a profile showing what it takes to be "a good citizen" in the

NWT today.

14. Invite an individual involved in political change into the classroom to discuss with the students what changes they are promoting, and why. This might include a negotiator for a land claim, a politician, or a community-based activist among others.

7.3 Theme Three - Three Canadian Links to other Circumpolar Countries

7.3.1 Commentary on the Theme

7.3.2 Information on the Theme

7.3.3 Concepts Related to the Theme

7.3.4 Issues Related to the Theme

Should circumpolar governments and people seek to strengthen not merely cultural and economic ties but political ties with one another?

7.3.5 Activities Related to the Theme

7.3.1 Commentary on the Theme

In their studies in future years, students will learnabout Canada's links to foreign countries, and about the possibilities and problems that arise in
international relations. This theme marks their introduction to international affairs in that it deals with Canada's relations with other circumpolar countries.

There are a considerable number of areas in which relations between nations, and between the citizens of nations, can be fruitful. These include: political activities, resource management, trade, environmental protection, culture and sport.

France Benoit

Signpost at Kangerlussuaq Airport

7.3.2 Information on the Theme

The eight circumpolar nations are Canada, Denmark, Finland, Iceland, Norway, the Russian Federation, Sweden and the USA. Although it has a home-rule government, Greenland is still a possession of Denmark.

There are very few instances where these particular nations have linked themselves together formally and regularly in their capacity as circumpolar nations (for example, they all belong to the United Nations of course, but their motivation for joining that organization has nothing to do with their specific capacity as northern nations). The most important linkage is one that has been made in order to protect the Arctic environment.

The First Ministerial Conference on the Protection of the Arctic Environment was held at Rovaniemi, Finland in 1991. It was attended by appropriate cabinet ministers from the eight circumpolar countries. Deeply concerned with threats to the Arctic environment, the ministers adopted an environmental protection strategy and committed themselves to joint action in order to implement the strategy. The strategy includes a monitoring and assessment program (particularly to monitor radionuclides, heavy metals and persistent organic pollutants), a marine environment protection program, an emergency preparedness program and a program aimed at conserving Arctic flora and fauna. The Conference recognized "the special relationship of the indigenous peoples and local populations to the Arctic and their unique contribution to the protection and conservation of the Arctic environment and to Arctic investigations". It was agreed that the Conference should formalize itself and meet regularly every two years (working groups established by the Conference meet more frequently). In a spirit of cooperation with Arctic indigenous peoples, representatives of their organizations were invited to all future meetings of the Conference as observers.

The second Conference meeting was held in Nuuk, Greenland, in September of 1993. In attendance, as observers only, there were delegates from the Inuit Circumpolar Conference (ICC), the Sami Council, the Russian Association of Peoples of the North, as well as delegates from Chile, Germany, the Netherlands, Poland, the United Nations Environment Program, the Nordic Council, the Northern Forum, and the International Arctic Science Committee. In addition to other things, the Conference reaffirmed a commitment to sustainable development, including the sustainable use of renewable resources by indigenous peoples. It also recognized "the special role of the indigenous peoples in environmental management and development in the Arctic, and of the significance of their knowledge and traditional practices" and promised to "promote their effective participation in the achievement of sustainable development in the Arctic".

In 1994, the Canadian government made a decision to provide greater focus on circumpolar affairs and to strengthen Canada's relations with its Arctic neighbours

through the creation of the position of Ambassador of Circumpolar Affairs. The first Circumpolar Affairs Ambassador is Mary Simon, a former president of the Inuit Circumpolar Conference. A priority goal of the Arctic Ambassador was the negotiation of the Arctic Council, an intergovernmental forum which would build on the success of the Arctic Environmental Protection Strategy, as outlined by the third AEPS Ministerial Meeting in Inuvik in March of 1996. In September 1996, the Arctic Council was officially inaugurated in Ottawa and, as was the case with the AEPS, consists of the eight Arctic states and three indigenous organizations. The Council will take a lead role in bringing circumpolar countries together to address a wide range of circumpolar issues, including the environmental principles of the Arctic Environmental Protection Strategy.

In addition to these important links, there are other formal agreements such as those developed for the management of migrating animals such as caribou, polar bear and various birds. In these matters Canada has bilateral agreements with the USA and it has signed international agreements for the protection of endangered species. Canada and the USA also have the North American Air Defence Agreement (NORAD), a bilateral agreement for the defence of the continent against attacks from the north.

Apart from formal government-to-government links, there are also formal quasi-government and non-government links between various groups of Canadians and similar groups of people in other circumpolar countries. For example, Canadian Inuit participate in the Inuit Circumpolar Conference, which includes Inuit from Greenland and Alaska, with an invitation having been extended to those in Russia as well. The Arctic Winter Games includes participants from Alaska, Canada, Greenland and Russia. Delegates are sent to participate in sports and in cultural events. The Games are organized and managed by a quasi-independent Arctic Winter Games Corporation. The northern architectural and engineering firm, Ferguson, Simek and Clark, has had contracts with Russia to design and build a Siberian village. More contracts are presently being negotiated (for example, the building of an air terminal at Yakutsk). And more Canadian firms are looking for opportunities to do business in Russia. There is even an effort underway to establish regular air links.

As to less formal links, there are Americans, Canadians, Finns, Russians and Swedes playing in the National Hockey League. There are social/cultural visits between Alaska's Inupiat and the Inuvialuit of the Beaufort Sea area; between Baffin and Greenlandic Inuit. Some MLA's from the NWT have visited state legislators in Alaska and home-rule officials in Greenland.

Canada has signed bilateral agreements with many countries around the world to cover special situations that arise in the modern world. An example of one such set of agreements is found in Canada's relations with Finland, a circumpolar country. There is a visa agreement by which no visa is required for a maximum stay of three months as a tourist; a tax agreement to avoid double taxation and to prevent income tax evasion; an agreement concerning nuclear material, equipment, facilities and information transferred between the two countries; an extradition treaty; and an air services agreement.

7.3.3 Concepts Related to the Theme

Compromise

This concept carries the meaning of a mutual promise to abide by a decision. Often compromise is the result of negotiation in which one or both or all parties have had to make concessions in order to reach a decision. Negotiation and compromise are excellent means of resolving significant differences among parties without resort to violence. They are much used in democratic countries as a way of solving problems and keeping the peace.

Foreign Policy

The policy (a settled course of action) of a nation toward other nations. Foreign policy is often founded on certain principles, for example: to maintain friendly relations with all nations that do not display aggression; to deny aid to nations that violate human rights; to support nations that have a similar culture and religion, and so on. When these principles are applied, they can result in differing treatment for differing nations. Foreign policy often has implications in the areas of defence, trade, finance, aid and human rights.

Mutual Benefit

Having common needs and differing resources for satisfying them, nations as well as individual human beings can find benefit through cooperation. Where there is mutual benefit through cooperation, both parties benefit, though not necessarily in identical ways. One may find security while another finds prosperity, yet both are satisfied in gaining something they have wanted.

Negotiation

Negotiation is the act of one party holding formal talks with another party (parties) in order to reach agreement on some difficult question. It is assumed that negotiation will require compromise from all sides. Negotiation, because it necessarily involves compromise, implies that all parties believe they cannot get all they want by any other acceptable (legal/moral) means. If they thought they could attain their ends by other means, they would not sit down to negotiate. Negotiation is used widely and frequently by citizens in democracies, and by democratic nations themselves when they are dealing with other nations.

7.3.4 Issues Related to the Theme

Issue: **Should circumpolar governments and peoples seek to strengthen not merely cultural and economic ties but political ties with one another?**

The circumpolar world is a region which, because of climate and topography, does not have a well developed transportation and communication infrastructure. The relatively small numbers of people that have to be serviced in the region, combined with the vast distances that have to be covered, make the costs of such development prohibitive. Moreover, apart from the Scandinavian commonalities, the circumpolar nations have rather different cultures and languages. This means that the natural flow of foreign activity for Canada has been and still is in other directions. It would take much more than an act of will to draw all circumpolar nations closer together. If an attempt were made to forge closer links despite the obstacles that exist, the resulting community would be one whose practicality and solidarity were frequently tested by an extravagant use of time and money.

It is possible that Arctic infrastructure development, satellite communications and developments in submarine transport will make extensive contacts more likely in the future. Preliminary work has already been done to investigate the possibility of a regular air link between Siberia and northern Canada. Recently, too, an expedition undertook to drive in two specially equipped automobiles from Europe to North America via Siberia and the Bering Strait in order to demonstrate the possibilities of overland transport. Satellite technology is already available, and it simply remains for other developments to take place in order to make regular communications viable. And finally, if bulk transport by submarine is not likely for some time to come, it is possible that the development of gigantic, heavy-duty dirigibles will precede it and open northern trade routes.

Notwithstanding official government inclinations that may arise to the contrary, it is almost certain that the northern indigenous peoples will take advantage of every opportunity to maintain, broaden and strengthen their contacts with one another. A common lifestyle, common interests and common concerns prompt them to do so.

7.3.5 Activites Related to the Theme

1. Have groups of students research and prepare reports dealing with international agreements to manage whales, polar bears, caribou and migrating birds, especially as these bear upon the circumpolar world.

2. Have groups of students research and prepare reports on environmental dangers in the north and on international agreements to protect the Arctic environment.

3. Have groups of students research and prepare reports on Canada's participation in NORAD, in the Inuit Circumpolar Conference, in the Arctic Winter Games.

4. Have the class create a large polar projection showing Canada's formal and informal links to other circumpolar countries.

5. Have students write an essay comparing the benefits to Canada of links to a circumpolar nation (other than the USA) and to a non-circumpolar nation.

6. Have students prepare and debate the desirability of bringing Scandinavian and Russian players into the National Hockey League.

7. Have the class analyze and discuss the reasons why Canada is not a part of the Nordic Council.

8. Have each student prepare a speech in which he/she advocates the establishment or further development of a Canadian linkage with another circumpolar country.

REMINDER: For a review of civics, the current events focus for Strand Seven is on news stories that deal with activities of local (municipal) governments. For information on local government in the Northwest Territories see Strand Four in the Department's publication Civics in the Elementary Social Studies Curriculum.

7.4 Additional Resources for Strand 7

This resource list is intended to be a dynamic document. If teachers know of a resource useful to the teaching of this strand that is not indicated here, please forward the bibliographical information with brief comments on how the resource is useful. New resource lists will be published as appropriate to reflect current materials available.

These can be sent to:

Social Studies Coordinator
Early Childhood and School Services
G.N.W.T.
P.O. Box 1320
YELLOWKNIFE, NWT
X1A 2L9

7.4.1 Resources for Strand 7 Civics

Various pamphlet and leaflet-style publications describing political structure, economy, lifestyle, etc., in the circumpolar countries, are available through the Canadian embassies of these countries.

ADDRESSES

To obtain embassy addresses, the addresses of various institutions, organizations, etc., use: the latest edition of the Canadian Almanac and Directory, from Canadian Almanac and Directory Publishing Company Ltd., Toronto.

Assembly of First Nations
55 Murray Street
Ottawa, ON K1N 5M3

Dene National Office
Box 2338
Yellowknife, NT X1A 2P7

Inuit Tapirisat of Canada
#510, 170 Laurier Avenue West
Ottawa, ON K1P 5V5

Native Women's Association of Canada
#600, 251 Laurier Avenue West
Ottawa, ON K1P 5J6

Native Council of Canada
9012 - 112 Avenue
Box 6084 Station C
Edmonton, AB T5B 4K5

Embassy of Denmark
47 Clarence Street
Suite 450
Ottawa ON KIP 6L5

The Sami Agency Committee
Ministry of Education and Science
S-103 33 Stockholm
Sweden

Embassy of Sweden
377 Dalhousie Street
Ottawa, ON K1N 9N8

Royal Norwegian Embassy
#532, 90 Sparks Street
Ottawa, ON K1P 5B4

Embassy of the Russian Federation
285 Charlotte Street
Ottawa, ON K1N 8L5

Hon. Consul General of Iceland
#575, 1981 McGill College Avenue
Montreal, PQ H3A 2X1

Embassy of the USA
100 Wellington Street
Ottawa, ON K1P 5T1

Embassy of Finland
#850, 55 Metcalfe Street
Ottawa, ON K1P 6L5

National Union of Swedish Sami People
Svenska Samernas Riksforbund
Brogatan 5
S-903 25 Umea
Sweden

7.4.2 Resources for Strand 7 Social Studies

Primary Book

MacQuarrie, Bob. The Northern Circumpolar World; Reidmore Books Inc., Edmonton 1-895073-23-0
Teachers' Resource Book 1-895073-22-7

Books for Students

Iceland in Pictures; "Visual Geography Series"; Lerner Publications Company, Minneapolis,1991 0-8225-1892-9

James, Alan. Lapps: Reindeer Herders of Lapland, "Original Peoples Series"; Rourke Publications, Inc., Vero Beach, FL, 1989 0-86625-263-0

Kalman, Bobbie. The Arctic Land; "The Arctic World Series"; Crabtree Publishing Company, NY, 1988 0-86505-144-5

Kendall, Russ. Eskimo Boy: Life in an Inupiaq Eskimo Village; Scholastic Inc., New York, 1992 0-590-43695-3

Kent, Zachary. The Story of Admiral Peary at the North Pole; Children's Press, Chicago; 1988 0-516-04738-8

Lander, Patricia and Claudette Charbonneau. The Land and People of Finland; J.B. Lippincott, NY, 1990 0-397-32357-3

Maestro, Betsy and Giulio. The Discovery of the Americas; Lothrop, Lee and Shepard Books, NY, 1991 0-688-06838-3

Nach, James. Alaska in Pictures; Visual Geography Series; Lerner Publication Company, Minneapolis; 1979

Nach, James and others. Canada in Pictures; Visual Geography Series; Lerner Publication Company, Minneapolis; 1989

Norway in Pictures; "Visual Geography Series"; Lerner Publications Company, Minneapolis,1990 0-8225-1871-6

Odijk, Pamela. The Vikings; "The Ancient World Series"; Silver Burdett Press, Englewood Cliffs, NJ, 1989 0-382-09893-5

Reiss, Toby A. Denmark in Pictures; Visual Geography Series; Lerner Publication Company, Minneapolis; 1991

Russia Then and Now; Lerner Publications Company, Minneapolis, 1992 0-8225-2805-3

Sandak, Cass R. The Arctic and the Antarctic; Franklin Watts, Toronto; 1987 0-531-10137-1

Shepherd, Jenifer. Canada: Enchantment of the World; Children's Press, Chicago, 1987 0-516-02757-3

Sipiera, Paul P. The World's Great Explorers: Roald Amundsen and Robert Scott; Children's Press, Chicago; 1990 0-516-03056-6

Smith, J.H. Greg, Eskimos: The Inuit of the Arctic; Original Peoples Series; Rourke Publications Inc., Vero Beach, FL, 1987 0-086625-257-6

Steiger, Bob and Will. Italia; Abdo and Daughters, Bloomington, Minnesota, 1990 0-939179-97-0

Sweden in Pictures; "Visual Geography Series"; Lerner Publications Company, Minneapolis,1990 0-8225-1872-4

Taylor, Barbara. Arctic and Antarctica; Stoddart Publishing Company Limited, Toronto, 1995 0-7737-2843-0

Taylor, Barbara. Maps and Mapping; Kingfisher Books, NY 1993 1-85697-863-X

Tempelman-Kluit, Anne. Yukon;"Discover Canada Series"; Grolier Limited, Toronto, 1994 0-7172-2810-X

Triggs, Tony D. Viking Warriors; "Beginning History Series"; Wayland Publishers Ltd., Hove, UK, 1990 1-85210-907-6

Vitebsky, Piers. Sami of Lapland; "Threatened Cultures Series"; Wayland Publishers Ltd., Hove, UK, 1993 0-7502-0876-7

Wenzel, Dorothy. Ann Bancroft on Top of the World; Dillon Press Inc., Minneapolis, 1990 0-87518-418-9

Williams, Lawrence and Collinson, Allan. Understanding the Polar Lands; Evans Brothers Limited, London; 1990 0-237-51105-3

Books for Teachers

Abel, Kerry, Drum Songs: Glimpses of Dene History; McGill-Queen's University Press, Montreal, 1993 0-7735-0092-5

The Alaska Almanac: Facts About Alaska; 18th Edition, Edited by Carolyn Smith, Alaska Northwest Books, Anchorage; 1994 ISBN 0-88240-459-8

Bastedo, Jamie. Shield Country: Life and Times of the Oldest Piece of the Planet; The Arctic Institute of North America, University of Calgary, Calgary, AB, 1994 ISBN 0-919034-79-9

Blondin, George. When the World Was New: Stories of the Sahtu Dene; Outcrop, Yellowknife,1990 1-919315-21-6

Bobrick, Benson. East of the Sun: The Epic Conquest and Tragic History of Siberia; Henry Holt and Company, New York; 1992 ISBN 0-8050-2981-9

Bruemmer, Fred. Arctic Animals; McClelland and Stewart, Toronto, 1986 0-7710-1717-0

Bruemmer, Fred. The Arctic World; Key Porter Books Ltd., Toronto, 1985 0-919493-54-8

Burt, Page. Barrenland Beauties: Showy Plants of the Arctic Coast; Outcrop Ltd., Yellowknife, 1991 0-919315-25-9

Canada North of Sixty; Jurgen F. Boden and Elke Boden, eds., McClelland and Stewart Inc., Toronto, 1991 0-7710-1581-X

Cellura, Dominique. Travelers of the Cold: Sled Dogs of the Far North; Alaska Northwest Books, Anchorage, 1989 0-88240-374-5

Clark, Mary Jane Behrends. The Commonwealth of Independent States, [Russia et al];The Millbrook Press, Brookfield, Conn., 1992

Counter, S. Allen. North Pole Legacy: Black, White and Eskimo; The University of Massachusetts Press, Amherst; 1991 ISBN 0-87023-736-5

Crowe, Keith J. A History of the Original Peoples of Northern Canada; McGill-Queen's University Press, Montreal; Rev. Ed. 1991 0-7735-0880-5

Dickson, Olive Patricia. Canada's First Nations: A History of Founding Peoples from Earliest Times; McClelland and Stewart Inc., Toronto, 1992 0-7710-2801-6

Dumond, Don E. The Eskimos and Aleuts; Thames and Hudson Ltd., London; Rev. Ed. 1987

Card Catalogue No. 87-50399

Foster, Janet. Journey to the Top of the World; Greey De Pencier Books, Toronto; 1987 ISBN 0-920775-17-9

Hamilton, John David. Arctic Revolution: Social Change in the Northwest Territories, 1935-1994; Dundurn Press, Toronto, 1994 1-55002-206-7

Lynge, Aqqaluk. Inuit: The Story of the Inuit Circumpolar Conference; I.C.C., Atuakkiorfik, Nuuk; 1993 ISBN 87-558-0642-2

Marsden, Walter. Lapland; from the Time-Life Series: "The World's Wild Places"; Time-Life Books, Amsterdam; 1976 ISBN 7054-0161-8

Newman, Peter C. Empire of the Bay: An Illustrated History of the Hudson's Bay Company; A Viking Studio/Madison Press , Penguin Books Canada Limited, Markham, ON 1989 ISBN 0-670-882969-2

Njal's Saga; Tr. by Magnus Magnusson and Hermann Palsson. Penguin Books, London; 1960 ISBN 0-14-044103-4

People and Caribou in the Northwest Territories; Edited by Ed Hall. Department of Renewable Resources, Government of the Northwest Territories, Yellowknife, 1989 ISBN 0-7708-7181-X

Ray, Arthur J. Indians in the Fur Trade; University of Toronto Press, Toronto; 1974 0-8020-6226-1

Girji, Davvi. The Sami People; Nordic Sami Institute, N-9520 Kautokeino, Norway 82-7374-061-7

Schofield, Janice J. Discovering Wild Plants: Alaska, Western Canada, The Northwest; Alaska Northwest Books, Anchorage, 1989 0-88240-355-9

Severin, Tim. The Brendan Voyage; McGraw-Hill Book Company, NY, 1978 0-07-056335-7

Starokadomskiy, L.M. Charting the Russian Northern Sea Route; Arctic Institute of North America, McGill-Queen's University Press, Montreal, 1976 0-7735-0210-6

Stonehouse, Bernard. North Pole, South Pole; McGraw-Hill Ryerson Ltd., Scarborough, ON,1990 0-07-551067-7

Struzik, Edward. Northwest Passage: The Quest for an Arctic Route to the East; Key Porter Books Limited, Toronto, 1991 1-55013-181-8

Trelawny, John G. Wildflowers of the Yukon, Alaska and Northwestern Canada; Sono Nis Press, Victoria, BC, Rev. Ed. 1988 0-919203-95-7

Wallace, Joseph. The Arctic; Michael Friedman Publishing Group Inc., NY, 1980 0-8317-0391-1

Periodicals for Teachers or Students

Above and Beyond; Above and Beyond Ltd., Box 2348, Yellowknife, NT X1A 2P7 ISSN 0843-7815

Arctic Anthropology; Journal Division; The University of Wisconsin Press, 114 North Murray Street, Madison, Wisconsin, USA 53715 ISSN 0066-6939

Arctic Circle; Nortext, Box 8, Iqaluit, NT X0A 0H0 - six issues per year

Arctic: Journal of the Arctic Institute of North America; The University of Calgary Press, 2500 University Drive, N.W., Calgary, AB T2N 1N4 ISSN 0004-0843

The Beaver: Exploring Canada's History; The Hudson's Bay Company; 450 Portage Avenue, Winnipeg, Manitoba, Canada R3C 0E7 ISSN 0005-7517

Canadian Geographic; The Royal Canadian Geographical Society, 39 McArthur Avenue, Vanier, ON, Canada K1L 8L7 ISSN 0706-2168

Information North; Arctic Institute of North America; University of Calgary - 4 issues per year

Inuktitut Magazine; 170 Laurier Avenue West, Suite 510, Ottawa, ON K1P 5V5

The National Geographic Magazine; National Geographic Society; Washington, D.C. 20036 ISSN 0027-9358

Northern Perspectives; Canadian Arctic Resources Committee, 1 Nicholas Street, Suite 412, Ottawa, ON K1N 7B7

NWT Air Explorer; Outcrop Ltd.; Box 1350, Yellowknife, NT X1A 2N9 - 6 issues per year

Polar Record: Journal of the Scott Polar Research Institute; University of Cambridge, Cambridge, UK CB2 1ER ISSN 0032-2474

Tumivut: The Cultural Magazine of the Nunavik Inuit; Avataq Cultural Institute, 650, 32nd Ave., S. 304, Lachine, QC H8T 3K5 or Avataq Cultural Institute, Inukjuak, QC, J0M 1M0

Up-here: Life in Canada's North; Outcrop Ltd., Box 1350, Yellowknife, NT, Canada X1A 2N9 ISSN 0828-4253

Films and Videos

The Alaska Experience - 30 minutes - from the series: North of 60° : Destiny Uncertain - TV Ontario

Braving Alaska - 59 minutes - colour video - National Geographic

The Greenlanders - 38 minutes - NFB

High Arctic Close-up - 25 minutes - Karvonen Films

Man and His World Series: # 4 Changing Greenland; #14 Industrial Region in Sweden; #24

A Norwiegan Fjord; #37 Timber in Finland - each approximately 15 minutes

North of 60°: Destiny Uncertain Series - 13 programs - 30 minutes each - TV Ontario

Siberia - 25 minutes - National Geographic

Yukon: The Invisible History - 30 minutes - from the series: North of 60°: Destiny Uncertain - TV Ontario

Yukon Passage - 59 minutes - colour video - National Geographic

Audio-Visual Addresses

TV Ontario, 2180 Yonge Street, Box 200, Station Q, Toronto, ON, M4T 2T1, Tel. 416 484 2613, Fax 416 484 2896

Films for the Humanities, P.O. Box 1051, Fort Erie, ON, L2A 5N8

Thomas Howe Media, 1100 Homer Street, Vancouver, B.C., V6B 2X6, Tel. 604 687 4215, Fax 604 688 8349

National Geographic Educational Services, 211 Watline Avenue, Mississauga, ON, L4Z 1P3, Tel. 1 800 268 2948

Karvonen Films, 373 Wyecliff, 22560 Wye Road, Sherwood Park, AB, T8A 4T6, Tel. 403 467 7167, Fax 403 467 7162

National Film Board of Canada, Canada Place, Room 120, 9700 Jasper Avenue, Edmonton, AB, T5J 4C3, 403 495 3010 or NFB Library 1 800 267 7710

7.4.3 Literature Resources to Support Intergration of Social Studies and Civics with Language Arts

RL = Reading Level IL = Interest Level

Fiction

George, Jean Craighead. Julie of the Wolves; Fitzhenry, 1978 0-88902-374-3 RL 5/6

Godfrey, Martyn. Mystery in the Frozen Lands; Lorimer, 1988 1-55028-144-5 RL 5/6

Houston, James, Drifting Snow McClelland, 1992 0-7710-4283-3 RL 4, IL4+ - Frozen Fire McClelland, 1986 0-7710-4244-2

Markoosie. Harpoon of the Hunter; McGill-Queen's University Press, 1970 0-7735-0232-7

Matheson, S.S. Flying Ghosts; General Publishing, 1993 0-7736-7400-4 RL 6, IL 6-8

Meredith, Don H. Dog Runner; Douglas and McIntyre, 1989 0-88833-293-9 RL 7, IL 6-10

Mowat, Farley. Curse of the Viking Grave; McClelland, 1987 0-7710-6680-5

- Lost in the Barrens; McClelland, 1987 0-7710-6681-3 RL 6

Osborne, Chester G. The Memory String (Siberian peninsula 30,000 years ago); RL7

Paulsen, Gary. Dogsong; Bradbury, 1985 0-02-770180-8 RL5/6

Rogers, Jean. Goodbye My Island; Greenwillow, 1983 0-688-01965-X RL4

Wallis, Velma. Bird Girl and the Man Who Followed the Sun: An Athabaskan Legend from Alaska; Epicenter Press 0-945397-34-8 RL6

Two Old Women: An Alaskan Legend of Betrayal, Courage and Survival; Harper Collins, 1994 0-06-097584-9 RL5

Biography

Berton, Laura. I Married the Klondike; McClelland, 1961 0-7710-1240-3 RL7

Blondin, George. When the World Was New: Stories of the Sahtu Dene; Outcrop, 1989

Cruiskshank, Julie. Life Lived Like a Story: Life Stories of Three Yukon Elders; UBC

Press,1991 0-7748-0413-0- RL9

Ekoomiak, Normee. Arctic Memories; NC Press, 1990 1-55021-059-9 RL5

Freeman, Minnie Aodla. Life Among the Qallunaat; RL9

French, Alice. The Restless Nomad; Pemmican, 1991 0-921827-16-4 RL8

Green, Paul. I am Eskimo: Aknik My Name; RL6

Hager, Barbara. Honour Song: A Tribute; Raincoast, 1996 1-55192-042-5 (includes Rosemary Kuptana and Susan Aglukark) RL5

Harper, Kenn. Give Me My Father's Body: The Life of Minik, The New York Eskimo; RL9

Holmes, Douglas. Northerners: Profiles of People of the Northwest Territories; RL6

Inuit Cultural Institute Autobiography Series
-Recollections of Martha Angugatiaq Ungallaq
-Recollections of Levi Iqalujjuaq: The Life of a Baffin Hunter
-Recollections of Inuit Elders: In the Days of the Whalers, and Other Stories
-Recollections of Helen Paungat

Inuit Cultural Institute Cultural Series
On Snowmobile and Foot: Travels Across the Barrenlands

Igoltiorte, John. An Inuk Boy Becomes a Hunter; Nimbus, 1994 1-55109-051-1 (Northern Labrador) RL5, IL5+

Jenness, Aylette and Alice Rivers. In Two Worlds: A Yup'ik Eskimo Family; Houghton Mifflin, 1989 0-395-42797-5 RL6

Lyall, Ernie. An Arctic Man; Goodread Biographies, 1983 0-88780-106-4 RL7

Pitseolak, Peter. Peter Pitseolak: Inuit Historian of Seekooseelak; McGill-Queen's University Press, 1982 0-7735-0400-1 RL5

Pitseolak, Peter and Dorothy Harley Eber. People from our Side: A Life Story with Photographs and Oral Biography; McGill-Queen's University Press, 0-7735-1118-0 RL7

Tetso, John. Trapping Is My Life; Stoddart, 1995 0-7736-7430-6 RL6/7

Tulurialik, Ruth Annaqtuusi and David F.Pelly. Images of Inuit Life; (pictures) RL7

History

Ryan, Joan. Doing Things the Right Way: Dene Traditional Justice in Lac La Marte; NWT UCP, 1995 1-895176-62X

Tester, Frank James and Peter Kulchyski. Tammarniit: Inuit Relocation in the Eastern Arctic, 1939-1963; UBC Press, 1994 0-7748-0494-7

Anthologies

Bierhorst, John. The Dancing Fox: Arctic Folktales; Mary Okheena, Illustrator Morrow, 1997 0-688-14406-3 RL5

Gedalof, Robin, ed. Paper Stays Put: A Collection of Inuit Writing; Hurtig, 1980 0-88830-181-2 RL5-8

Harper, Kenn. Christmas in the Big Igloo: True Tales from the Canadian Arctic; Outcrop, 1983 0-919315-07-0 RL8-9

Petrone, Penny, ed. Northern Voices: Inuit Writing in English; UTP, 1992 0-8020-7717-X (Teacher Resource)

Shapiro, Jane Ann, ed. Voice from the Eastern Arctic; Outcrop, 1987 0-919315-18-6 RL7

Picture Books

Andrews, Jan. Very Last First Time; Groundwood, 1985 0-88899-043-X

Cleaver, Elizabeth. The Enchanted Caribou; Oxford, 1995 0-19-541074-2

Hoyt-Goldsmith, Diane. Arctic Hunter; (photographs)

Steltzer, Ulli. Building an Igloo; Groundwood, 1990 0-88899-118-5 (photographs)

Poetry

Maki, Joel T. Steal My Rage: New Native Voices; Douglas & McIntyre, 1995 1-55054-401-2 (includes Richard Van Camp) RL9, IL9-12

Video

Curse of the Viking Grave, IL3-9

History of Nunavik: In the Footsteps of our Ancestors, Parts 1 & 2, IL8+

Lost in the Barrens, IL 3-9

7.4.4 Ready Referenced Resources

Theme A: Geography of the Circumpolar World

Theme B: Changes in the Circumpolar World

Theme C: Connections: Canada and the Circumpolar World

Extension Activities

Theme A: Geography of the Circumpolar World

Student Reference:

- Anderson, Madelyn Klein, Siberia
- The Arctic World Series: The Arctic Land; Arctic Community, Arctic Animals; Arctic Whales and Whaling
- Clark, Geography of the Soviet Union
- Hargreaves, Ed. The Arctic: Seas and Oceans
- MacQuarrie, The Northern Circumpolar World

Student Literature:

- Igoltiorte, An Inuk Boy Becomes A Hunter
- Markoosie, Harpoon of the Hunter
- Mowat, Lost in the Barrens
- Wallis, Bird Girl and the Man who followed the Sun: An Athabascan Legend from Alaska

Picture Books:

- Cleaver, The Enchanted Caribou
- Steltzer, Building and Igloo

THEME A
Geography of the Circumpolar World

Teacher Reference:

- The Alaska Almanac: Facts About Alaska; 18th Edition; Edited by Carolyn Smith
- Arctic: Journal of the Arctic Institute of North America
- Bastedo, Shield Country: Life and Times of The Oldest Piece of the Planet
- Canadian Geographic; The Royal Canadian Geographical Society
- Information North: Arctic Institute of North America

Hall, Ed., People and Caribou of the NWT

Teacher Guide:

- MacQuarrie, The Northern Circumpolar World

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Theme B: Changes in the Circumpolar World

Student Reference:

-Brown, The Search for the Northwest Passage
-Byles, Life in the Polar Lands; Scholastic
-MacQuarrie, The Northern Circumpolar World
-Pitseolak and Eber, People from Our Side
-Arnold and Rees, eds., Russia Then and Now
-Tulurialik and Pelly, Images of Inuit of Life (pictures)

Teacher Guide

-MacQuarrie, The Northern Circumpolar World

Student Literature:

-Bierhorst, The Dancing Fox: Arctic Folk Tales
-Blondin, When the World Was New: Stories of the Sahtu Dene
-Cruikshank, Life Lived Like a Story
-Mowat, Curse of the Viking Grave
-Wallis, Two Old Woman: An Alaskan Legend of Betrayal, Courage and Survival

Picture Books:

-Andrews, Very Last First Time

THEME B
CHANGES IN THE CIRCUMPOLAR WORLD

Teacher Reference:

-The Beaver: Exploring Canada's History
-Bobrick, East of the Sun: The Epic Conquest and Tragic History of Siberia
-Counter, S. Allen, North Pole Legacy: Black, White and Eskimo
-Dickson, Canada's First Nations: A History of the Founding Peoples from Earliest Times
-Hamilton, Arctic Revolution: Social Change in the Northwest Territories, 1935-1994
-Harper, Give Me My Father's Body: The Life of Minik, The New York Eskimo

Teacher Reference:

-Newman, Empire of the Bay: An Illustrated History of the Hudson's Bay Company.
-Inuit Cultural Institute Autobiography Series
-Inuit Cultural Institue Cultural Series: On Snowmobile and Foot: Travels across the Barrenlands
-Ryan, Doing Things the Right Way: Dene Traditional Justice in Lac La Mart, NWt
-Struzik, Northwest Passage: The Quest for an Arctic Route to the East
-Tester and Kulchyski, Tammarniit: Inuit Relocation in the Eastern Arctic, 1939-63

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Theme C: Connections: Canada and the Circumpolar World

Student Reference:

-MaQuarrie, The Northern Circumpolar World
-Hager, Honour Song: A Tribute

Student Literature:

-Craighead, Julie of the Wolves
-Meredith, Dog Runner
-Paper Stays Put: A Collection of Inuit Writing, Gedalof, ed.
-Paulsen, Dogsong
-Peetrone, ed. Northern Voices: Inuit Writing in English

THEME C
Connections:
Canada and the
Circumpolar World

Teacher Reference:

-Clark, The Commonwealth of Independant States [Russia et al]
-Girji, The Sami People
-Hoyt-Goldsmith, Arctic Hunter (photographs)
-Jenness and Rivers, In Two Worlds: A Yup'ik Eskimo Family
-Lynge, Aqqaluk, Inuit: The Story of the Inuit Circumpolar Conference
-Polar Record: Journal of the Scott Polar Research Institute

Teacher Guide

-MacQuarrie, The Northern Circumpolar Conference

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Extension Activities

Student Reference:

- Arctic Animals: Department of Renewable Resources Graves and Hall, Ed.
- Odijk, The Vikings; "The Ancient World Series"
- Taylor, Arctic and Antartica
- GNWT information website:

Student Literature:

Teacher Reference:

- Burt, Barrenland Beauties: Showy Plants of the Arctic Coast
- Njal's Saga; Tr. by Magnus Magnusson and Hermann Palsson
- Prince of Wales Heritage Centre, Yelloknife.
- Archives and photo data base website: pwnhc.learnnet.nt.ca

Extension Activities Teacher Guide

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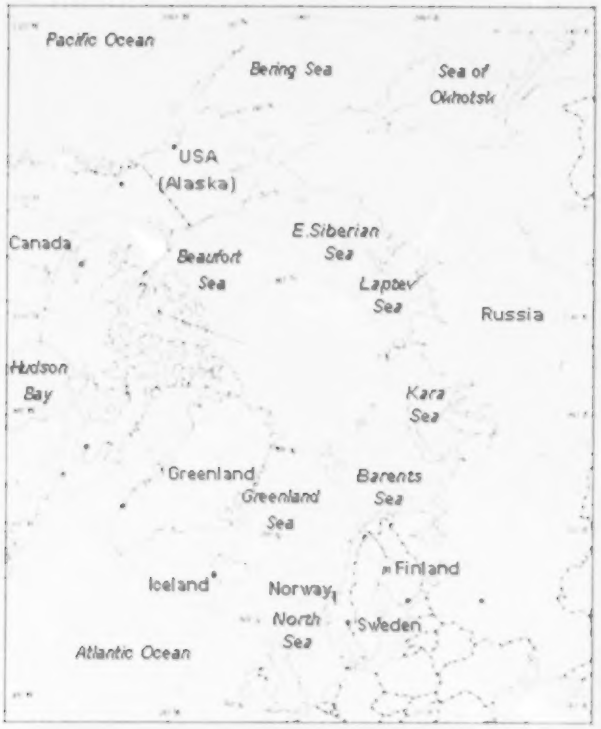
7.5 Maps Related to the Circumpolar World

The Circumpolar World



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The Arctic Ocean

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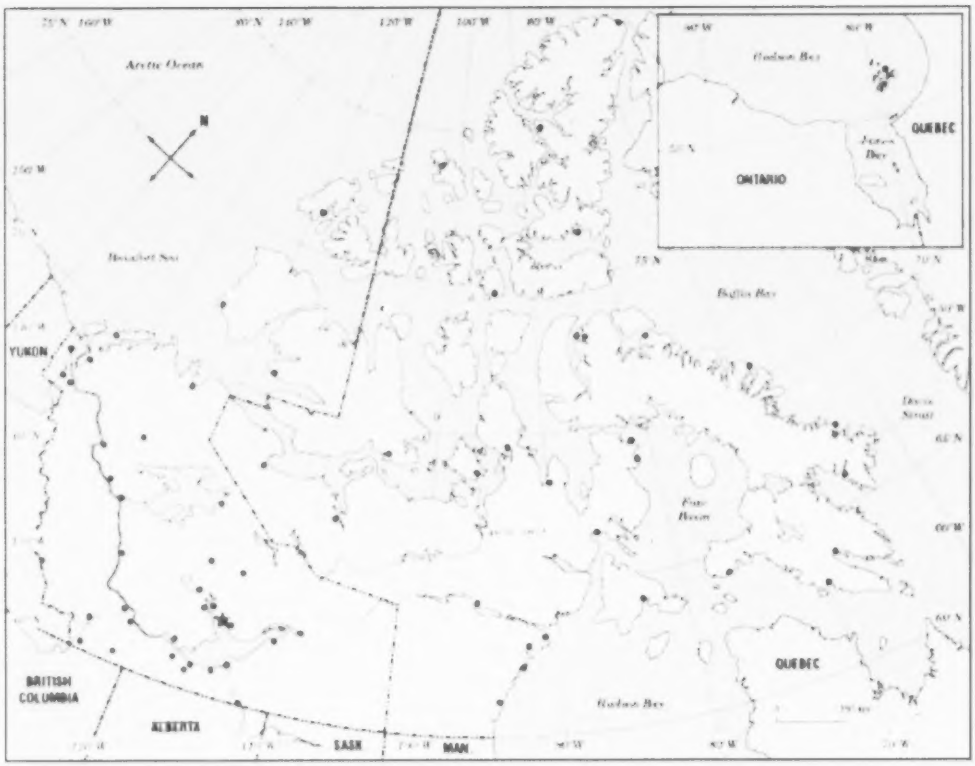
Northwest Territory Map



Yukon

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Yukon

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Denmark

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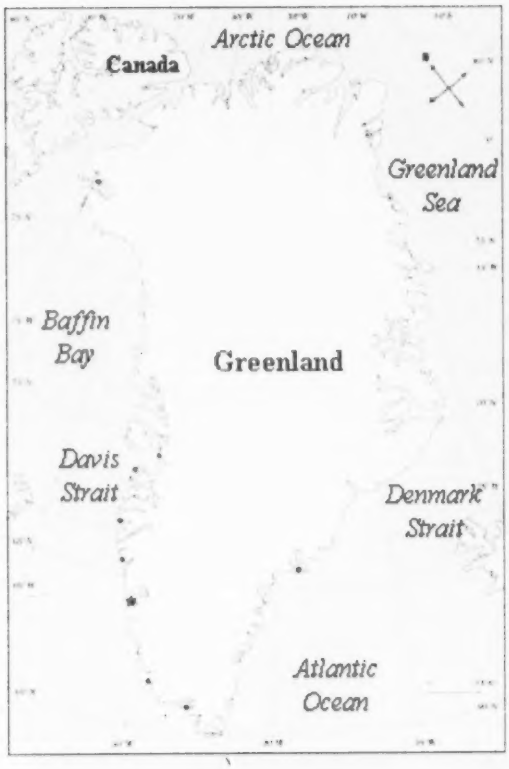
Greenland



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Finland

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Iceland

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Norway

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Russia

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Sweden

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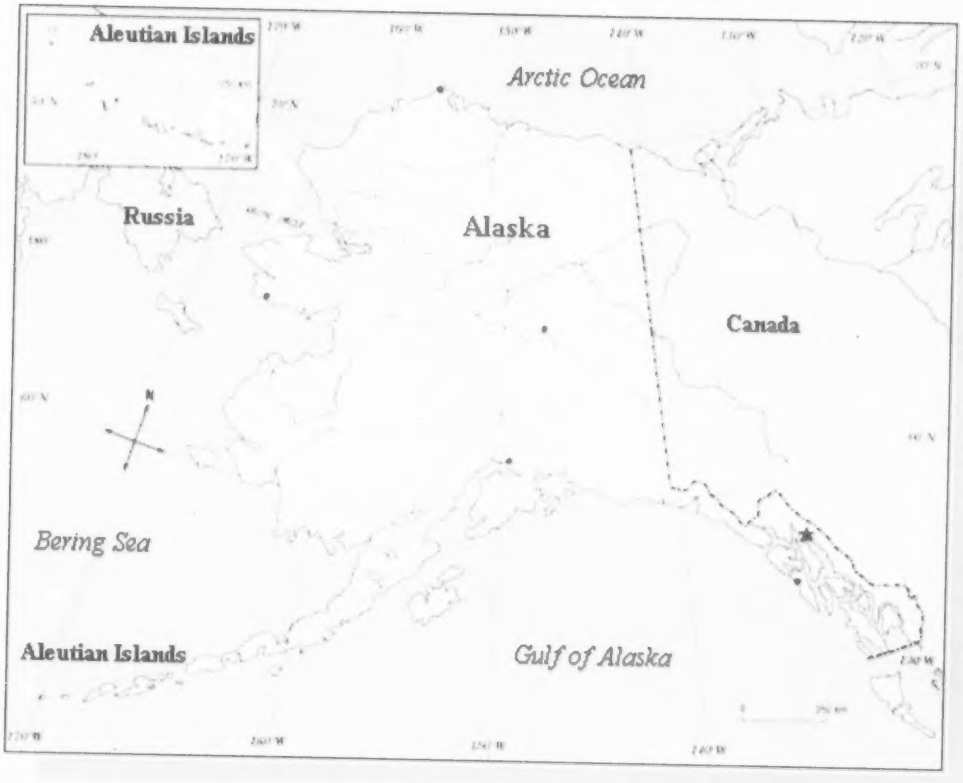
Alaska



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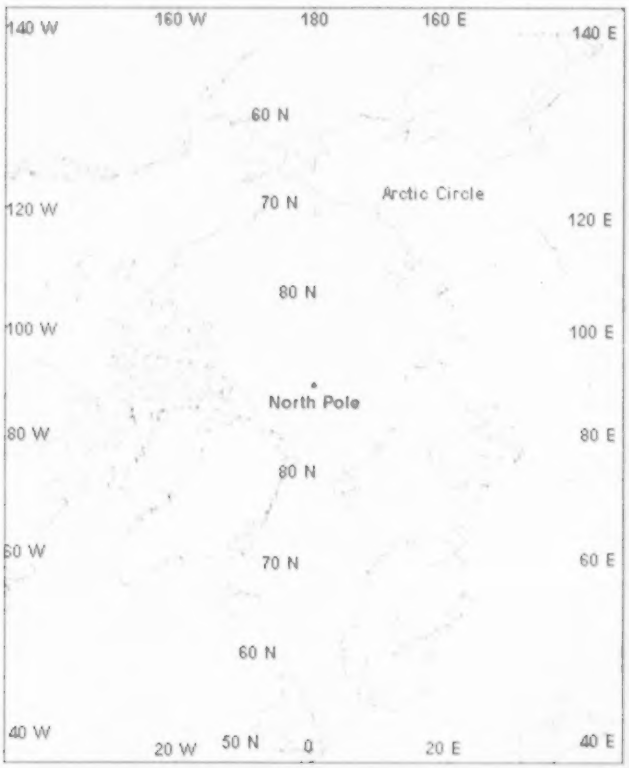
The Circumpolar World
(latitude & longitude featured)



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Strand Seven - Glossary of Terms

BCE (Before Common Era) This neutral designation refers to the same time period as BC

CE (Common Era) This neutral designation refers to the same period as AD

Commonwealth The Commonwealth is made up of 53 developed and developing nations around the world. It is a voluntary association of independent sovereign states spread over every continent and ocean. The Commonwealth has no charter. Queen Elizabeth II is accepted by all members as the symbol of their free association and thus Head of the Commonwealth. A Commonwealth Secretary-General is elected by Heads of Government.

Council of Europe is an international organization based in the French city of Strasbourg. Its main role is to strengthen democracy, human rights and the rule of law throughout its member states. The Council of Europe is also active in enhancing Europe's cultural heritage, and acts as forum for examining a social problems.

EFTA The European Free Trade Association was founded in 1960 by Austria, Denmark, Norway, Portugal, Sweden, Switzerland and the UK. The objective of EFTA's founding members was to remove trade barriers in relation to each other.

EU (European Union) The European Union now numbers fifteen Member States. The ultimate goal of the European Union is to promote economic and social progress which is balanced and sustainable, assert the European identity on the international scene and introduce a European citizenship for the nationals of the Member States.

GDP (Gross Domestic Product) is the total value of goods produced and services provided in a country in one year.

GNP (Gross National Product) The cash value of all the goods and services produced by a country minus payments (of dividends and profits) to people abroad plus payments to the home country by its citizens who live and work abroad.

G-7 (Group of 7) Those countries which have the most powerful economies in the world (Canada, the USA, Britain, France, Germany, Japan and Italy are members).

HDI is an abbreviation for Human Development Index, a statistic which is now used around the world. It is a measurement of the quality of life in a country based on a combination of longevity (life-expectancy) , knowledge (level of literacy and years of schooling) and prosperity (based on real *GDP per capita). The scale is expressed to

three decimal places. It is a descending scale from 1 to 0, a 'perfect' country scoring 1.000.

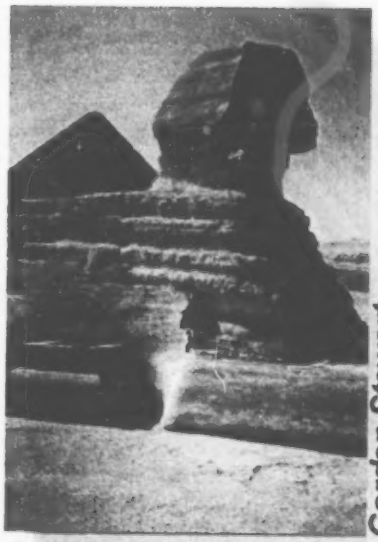
NATO (North Atlantic Treaty Organization) A security alliance composed of countries primarily in Western Europe and North America based on mutual defense and social and economic cooperation. The common unifying element was these countries' opposition to expanding communist influence after the Second World War.

OECD (Organization for Economic Cooperation and Development) The OECD brings together countries sharing the principles of the market economy, pluralist democracy and respect for human rights. The original members of the OECD were the countries of Europe and North America.

OAS (Organization of American States) OAS is the world's oldest regional organization; it is the principal forum in the western hemisphere for dialogue on political, economic and social issues.

Strand Eight: The Changing World

STRAND 9 STRAND 8 STRAND 7



Gordon Stewart

Sphynx and pyramid at Giza

8.1 Theme One - Government Through the Ages

8.2 Theme 2 - Toward Freedom, Justice & Equality

8.3 Theme Three - Toward Internationalism

8.4 Additional Resources for Strand Eight Civics

Kathy Zozula

Greek Poseiden Temple Ruins

Fleming Collection, NWT Archives

Inuk and tent, c. 1932.

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8.1 Theme One - Government Through the Ages

8.1.1 Commentary on the Theme

8.1.2 Information on the Theme

8.1.3 Concepts Related to the Theme

8.1.4 Issues Related to the Theme

8.1.5 Activities Related to the Theme

8.1.1 Commentary on the Theme

The brief case studies in this Strand will help students to appreciate the need for some form of government in every age. In a general way, government is needed to enforce standards of behaviour that are commonly agreed upon by the community; to protect persons and property; to support and assist orderly relations among individuals, social groups and businesses; to establish institutions, build infrastructure and erect safe public works that no individual would find practical or profitable to undertake; to keep the peace within the community and to organize protection against external threats.

The case studies will also help students to assess government, and thereby eventually to develop a concepts of "good government". It will help them to appreciate the fact that good government does not arise spontaneously, but that it must be won by inspired and enlightened leadership. It must be won at the cost of significant individual effort, of faithful observance of duty, of readiness to challenge inadequacies, and to take risks and make sacrifices if necessary. Once attained, good government is preserved by intelligence, vigilance and commitment; it is lost by ignorance, cowardice and apathy.

In observing government throughout the ages, students will see that the institutions of government are not frozen - they change in time. Changes in the government of people have not always been positive and progressive. There are many examples of negative and regressive change as well. Governments change because of changing demographic and political circumstances around them. They also change because of the influence of new ideologies, or perhaps because of the aggressive actions of ambitious individuals.

There is an old saying that people get the kind of government they deserve. Whether that is

always true or not, there is much to be said for the fact that whatever the state of government might be at any given time, it can very likely be improved if people will only make the effort to improve it.

Studying this theme, students should come to appreciated the efforts that have been made throughout history by many individuals to bring good government back to the people. They should come to appreciate the struggle for freedom that is still going on, and appreciate the sacrifices that heroic individuals have made in that struggle. They should come to understand the particular kind of government we live under today as well as the alternatives that are available to us. They should recognize that modifications to our present political institutions might be necessary or desirable. and that these can be made if there is a will to do so.

8.1.2 Information on the Theme

Governments are categorized in several ways: by the physical extent of a government's jurisdiction; by the amount of freedom available to those who are governed; by the structure of the government; by the principles upon which government is founded; by the nature of the nation which is governed. There is much overlap among all of these categories. In this section, understanding and learning the principles, concepts and terminology concerning government is more important for students that remembering the historical details of the cases studied.

Categorizing Government:

Geographical Extent
Amount of Freedom Given to Citizens
Nature of the State
Categorizing Government:

Categorizing Government - Geographical Extent

The smallest group which might be thought of as having government is a group of families who cast their lost together. The Inuit in northern Canada traditionally organized themselves in this way. Government was less rigid in structure than those of a modern parliamentary democracy, but nonetheless sophisticated in practice. The group was guided by customary standards of behaviour with respect to many important matters: the bearing and rearing of children, hunting rituals, the sharing of food, marriage, the treatment of aged, and so on. Consensus decision making was generally practiced, but the wisdom, experienced and abilities of individuals had a significant influence in arriving at a consensus.

The band or tribe is another unit of social organization and one of the earliest forms of society.

Here, culturally related families came together to share their lives and to practice a common lifestyle. The size of the tribe would be fluid as bands alternately joined together and separated, depending on the time of year and the nature of the activity they were pursuing. Depending on the size and stability of the group, government had often evolved to be a fairly complex, formal structure. Leaders would be chosen according to their ability, or the choice would be hereditary. Any one of the many Indian tribes of North or South America can be examined to learn about their traditional form of government. Tribal government in Africa, or the former clan system in the highlands of Scotland, might also provide an interesting alternative.

Very early in history another unit of government evolved: that of the city-state. In a city-state, large numbers of families - occasionally unrelated and culturally dissimilar - come together, each with the intention of promoting its own economic well being. These families create a circumstance of thriving interdependence. They may be governed by a local king, or other member of a self-proclaimed nobility, or by a council of aristocratic families, or by leaders selected under the terms of some community-wide agreement. Some examples of city-states through history are Sumer and Sparta in ancient times, Genoa, Florence, Venice and Naples in the Middle Ages, and perhaps Singapore comes closest to being a city-state in the modern age. Occasionally city-states grow in power until they dominate the countryside for a significant distance around them. In this way they develop into nations and even occasionally (as in the case of Rome, which started as a city-state) into empires.

Nation-states, or nations, generally occupy clearly bounded geographic regions, whether large or small, and they most often include more than one ethnic group within their boundaries. Nations generally require subdivisions of government within the national boundaries in order to provide for regional and municipal government. These sub-governments often reflect the fact of an earlier, independent history of regions within the nation, or of culturally identifiable groups living in their traditional areas. The world today is largely comprised of nation-states. Two good examples for study might be the USA with its pre-existing states (Virginia, Massachusetts, etc.), or the United Kingdom with its quite distinct peoples who earlier lived in separate countries and had different histories (England, Northern Ireland, Scotland and Wales).

Some nation-states in history have set out on aggressive campaigns of conquest and control, practicing what is known as imperialism. The result has been the establishment of empires. These are the largest units of government that have been established in the world to date. Any one of the following might be suitable for study: the Persian Empire, the Roman Empire, the Arabian Empire, the Mongolian Empire, the British Empire, the Japanese Empire or the recently collapsed empire of Russia and the Soviet Union.

Imperialism often has its origins in a nation-state seeking economic or military security. One of imperialism's common outgrowths is colonialism, in which the dominant nation state treats other nations and peoples within its imposed boundaries as second class citizens. It uses them to fulfil its own purposes.

Categorizing Government - Amount of Freedom Given to Citizens

Anarchy is a type of social system that has sometimes been advocated to preserve individual freedom. It is the belief that every form of government regulation is wrong and that public government should be destroyed. It calls for a form of social organization where no individual has the power to rule over any individual. It expects that people will live with one another voluntarily, and that community decisions will be made only with the full consent of those who are expected to abide by them. Traditional Inuit life comes closest to the practice of the anarchical ideal, but the Inuit adopted that way of life not as a the result of following a philosophical ideology, but because it suited their circumstances: they were small in number and lived in broad expanses. In fact, in circumstances where large numbers of people live close together, anarchy cannot successfully stand against power that organizes itself. It has not therefore become the governmental system of any large group of people, or any nation, anywhere in the world. (There were anarchist representatives in the republican government of Spain in the 1930's.)

Autocracy is the general name given to government that permits only a minimal amount of political freedom to its citizens. In the strictest sense, it refers to a circumstance where only one person holds the supreme power, but over the years it has taken on a broader meaning. It is used to describe any government where one person, or one group, has taken control of all the branches of government without the consent of the governed.

The most ancient form of autocracy is perhaps absolute monarchy. This is the kind of government where a monarch (usually an hereditary king or queen) holds absolute power, rules by decree and regards him or herself as being above the law. Some places where absolute monarchy prevailed are ancient Egypt, ancient Babylon, and the ancient dynasties in China, as well as France in the Middle Ages, or Saudi Arabia today. In ancient Egypt people were encouraged to believe that the king (pharaoh) was a god. He was an absolute ruler but he needed assistants to help implement his rule. Various officials served as his deputies and carried out his "divine" commands, under the general supervision of a prime minister (vizier). The main officials were the chief treasurer, the chief tax collector, the minister of public works and the army commander. The king appointed the governors of provinces, while mayors governed villages and were responsible to the prime minister. All these positions help us to understand the nature and extent of early forms of government.

We are further aided in understanding early forms of government and social organization by noting that in Babylon at the time of the great lawgiver, Hammurabi, for example, officials are drawn from the upper classes, an aristocracy that includes the families of priests, government officials, ranking military officers, land owners and some traders. In addition to this class, there are the common people: craftsmen, clerks and farmers. And at the bottom of society there is the lowest class, of slaves.

Dictatorship is similar to absolute monarchy, except that the dictator has probably taken power by the strength of his actions rather than inherited it, and, initially at least, makes no pretense to having "royal blood". Dictators may have noble or ignoble aims when they seize power. They rule by decree and hold themselves above the law. Octavian who became Augustus Caesar in Rome, Oliver Cromwell in England, Napoleon in France, Porfirio Diaz in Mexico, Augusto Pinochet in Chile, or Fidel Castro in Cuba, are examples of dictators through the years.

Oligarchy is another type of autocracy. Here a few people share power as a result of having inherited it or seized it. They rule without the consent of the governed. They may be an hereditary aristocracy or a brotherhood of officers or ideologues. The second Triumvirate in ancient Rome - Antony, Lepidus and Octavian - was an example of oligarchy. Other examples include the regime in Venice during the Renaissance when a small group of wealthy families controlled the city, the Committee of Public Safety - Carnot, Collot d'Herbois, Danton and Robespierre - in France during the revolution. The present government of the People's Republic of China is a modern example.

When autocracy is combined with theology, the result is theocracy. In a theocracy there is an attempt to enforce the general practice of a particular religion, and the observance of that religion's values by incorporating them into a nation's laws. Priests are very influential in theocracies; in the exercise of their power, there is very little distinction between priests and other government officials. Indeed, as in ancient Assyria, the king was sometimes regarded as the chief priest of a principal god.

Many ancient governments, including that of Egypt, were theocracies. The extent to which ancient Egypt was a theocracy may be seen by the turmoil that was caused by the pharaoh Amenhotep IV (Akhenaton) when he attempted to change the state religion in the 14th century Before Common Era (BCE) from the worship of many gods to the worship of one, as represented by Aton, the life-giving sun. On his death, priests forced his son-in-law, Tutankhamon, to return to the practice of the old religion.

Many of the medieval city-states in Europe were theocracies, as is the modern state of Iran. We still see the remnants of theocratic government in nations such as Britain and Norway that have what are called "established" churches. These churches are given preferential treatment by the state. Other countries such as the United States, however, attempt to maintain a complete separation of church and state. In the latter kind of country people are left free to practise whatever religion they want, or none at all if they choose, while the state and its government show no partiality for, and give no support to, any religion whatsoever. Notwithstanding, the constitutional provision that demands the separation of church and state, many Christian fundamentalists would like the USA to become a Christian state, upholding Christian values.

Totalitarian government is a pervasive kind of autocratic government that puts no limits whatsoever on the functional jurisdiction of a public government. Ordinary dictators seize power with some limited political, military or economic aim in mind, or perhaps merely to serve their own interests. A totalitarian government, however, is a government that seeks to control the total lives of the people, often with the fulfilment of some ideology in mind. Theocratic governments are often totalitarian. So was the communist "dictatorship of the proletariat" under Joseph Stalin. The most unabashedly totalitarian ideology, however, is fascism which regards the individual as less important than the state. It seeks to control the lives of citizens through control of the press, the school curriculum, cultural industries, science, the churches, and so on, for the benefit of the state. Mussolini in Italy and Hitler in Germany were fascism's most notorious advocates.

A unique form of autocracy that involves **serfdom** has reared its head from time to time through history. Serfdom is a situation in which many lower class individuals find themselves

somewhere between being freemen and slaves: bonded to the land, with obligations of service and payment to their lord, but possessing certain rights of which they can not justly be deprived, and owning a crude house, a small plot of land, a few animals and a share in surrounding fields.

This social condition is often found under a system of government known as **feudalism**. Feudalism is a form of government where there are solemn agreements worked out between lords and their vassals, the highest lord being the king. Vassals receive control of their fiefs (estates and peasants) from the king, govern the serfs who life on them, hold court, execute sentences, collect taxes, get a significant portion of produce from the common fields and conscript labour for public works. The vassals possess their lands so long as they perform their feudal duties in return; remaining loyal to the king, turning over a portion of taxes to him, providing soldiers as needed, and so on. In the hierarchy, each lord is expected to protect his vassals and uphold their rights; each vassal is expected to serve his lord.

Feudalism is practiced in medieval Europe. It was also practiced in Japan, where there was a warrior class (the samurai) in power, right up to the middle of the 19th century. The emperor was the nominal and ceremonial hed of the Japanese nation, but real power was exercised for centuries by Shogun (great general). He ruled the nation along with his feudal vassals (daimios), each a lord in his own right.

Democracy is a form of government that offers a significant amount of freedom to all citizens. The word, derived for the Greek work demos, meaning "the people", implies that political power is placed in the hands of the people. Abraham Lincoln called democracy "government of the people, by the people and for the people". Democracy does not imply unbridled freedom for individuals (that is anarchy), but rather freedom under law. Freedom under law is freedom that finds it's limits in the rights of other people.

Some of the key principle of democracy are: consent of the governed; the division of power among several branches of government; periodic elections to renew mandate; equality for all individuals before and under the law; the universal opportunity to vote and to fun for office; majority rule; and respect for the rights of individuals. Moreover, in a democracy the government is held to be fully responsible for it's decisions and accountable to the people who elect it, either directly, or through elected representatives.

We can find some elements of democracy in ancient Greece or Rome. Greece - particularly the city of Athens - is said to be its point of origin (as already noted, the word has Greek roots). Elements of democracy were established in Athens in the 6th century BCE by Cleishenes who implemented principles that had been drawn up some eighty years earlier by Solon. In Athens, however, democracy was extended only to free, male citizens. Women and slaves were not allowed to participate in public decisionmaking.

Under Athenian democracy all free, male citizens over twenty were entitled to participate in an assembly that met approximately once a month in a large open space to decide what needed to be done. To aid decisions of the assembly, a smaller council, whose members were chosen annually by lot and who were paid for their work (those chosen were expected to serve), prepared laws and policies for the assembly's approval. An even smaller group, like a modern

cabinet, met everyday and made sure that the laws were carried out.

Judges in Athens were also chosen by lot. Citizens appearing before the judge had to speak for themselves, but they could pay someone to help them prepare for their appearance. Military generals were not chosen by lot, but elected.

The most unrestricted from of democracy is know as direct democracy. Under direct democracy citizens are given as much control of the process of governance, and as much opportunity for participation, as it is practical to allow. This is done by using plebiscites and referendums to make public decisions, by allowing citizens to propose direct legislation through votes at election time, and by enabling voters to recall representatives in midterm whom they feel have not served the public well. Various states in the United States commonly use one or more of these features of direct democracy (for example, Arizona, California and Michigan; also the New England states where powerful citizen assemblies called "town hall meetings" are still held). Because of its opportunities for citizen participation, direct democracy is appealing on the surface, but it is not without its problems. Plebiscites and referendums reduce complex issues to simplistic Yes or No alternatives that may not adequately reflect an issue. Direct legislation can preempt and disrupt the planned program of a thoughtful, progressive government. Recall can diminish a representative's willingness to exercise his/her best independent judgment in serving the public's widest and longest-ranging interests and encourage his/her instead to cater to popular prejudices. In general, there is a concern that in a direct democracy public policy will too often be controlled by people who are unenlightened and uninformed.

Representative democracy is the style of government where representatives are periodically given mandates by the electorate to govern. Once elected, these representatives generally make decisions without referring back to the people until the next election. This form of government offers the opportunity for enlightened, informed leadership combined with periodic accountability. It also carries the danger, however, that its leaders will be too insensitive to the expressed will of the people. Most nation states in the western world today, including Canada, are governed as representative democracies.

In every democracy, people govern themselves. Citizens in a democracy therefore have duties that they are obliged to fulfil if the government of their society is to be effective. They ought to share the burden of governance by running for public office, or by serving on boards and commissions, or volunteer community agencies, according to the level of their ability. They ought to vote whenever they have the opportunity to do so, and they ought to inform themselves about the issues before voting. They ought to obey the laws of the land. They ought to use peaceful means for resolving disputes. They ought to respect public property. They ought to maintain integrity in accessing public programs. They ought to be vigilant about freedom and human rights.

Categorizing Government - Nature of the State

National governments are always organized as either unitary or federal states.

A *federal system* is one in which a number of pre-existing political jurisdictions join together to

form one nation that is called a federation. The preexisting jurisdictions then become provinces (states) within the federation. The central (national) government is called the federal government. The constitution of a federation usually divides the powers of government between the federal and provincial governments. In this type of system, local (municipal) governments are usually controlled by the provincial (state) governments. Canada and the USA are federal systems.

A *unitary system* is one in which the principal powers of government are in the hands of the central (national) government. It may then delegate some of its powers to regional or local governments. The United Kingdom and Communist China are unitary systems.

Categorizing Government - Structure

Most representative democracies today are either republics or constitutional monarchies.

A modern *republic* is a government that retains no vestige of an aristocracy or nobility. All significant positions are elective rather than hereditary. The head of government may be called a Prime Minister or Premier while the head of state is a President rather than a king or queen. Egypt, South Korea, France and Switzerland are examples of republics. Ancient Rome was a form of republic between 507 BCE when the rule of kings was overthrown and 27 BCE when Octavian took the title Augustus Caesar and made himself Emperor. (Augustus did retain the trappings of a republic by continuing to support an advisory senate.) The USA was the first modern republic when it was founded following the American Revolution in the late 18th century.

A *constitutional monarchy* is a representative government that has a Prime Minister or Premier as the head of government, but which has a king or queen as the head of state. The monarch, however, has strictly limited powers as set forth in a constitution, and is subject to all the laws of the land. Britain, Japan and Sweden are examples of constitutional monarchies.

8.1.3 Concepts Related to the Theme

Constitution

A constitution is the basic set of rules by which a country is run. It often defines the relationship of the parts to the whole, details the nature and power of various offices and levels of government, sets forth the terms that fundamentally govern citizenship, elections, the right to vote, to run for office, and so on. In the interests of providing stability through the years, a constitution is generally written with an amendment provision that makes the constitution fairly difficult to alter (USA/France). England's constitution is an example of an unwritten constitution, based on oral history, traditions, and Common Law.

Democratization

This is a recently coined word. It is used to describe a trend that has occurred in relatively recent times by which one or more elements of democracy are introduced into the operational conduct of previously autocratic governments. Supporters might say it is a prudent means of introducing democracy at a rate that maintains harmony and stability in a country. Cynics might say, rather, it is a means of evading or delaying the implementation of democracy.

Feudalism

Feudalism is a form of government where there are solemn agreements worked out between lords and their vassals (those who are subordinate to them). For more details, refer to the section "Information on the Theme" in Section 8.1.2.

Revolution

A revolution is a political event in which some very significant change is brought about rapidly, perhaps accompanied by violence. It is in contrast with peaceful evolution. An attempted revolution that does not succeed is often scornfully called a "rebellion" by those who remain in power.

8.1.4 Issues Related to the Theme

Is representative democracy better than other systems of government?

Resolving this issue perhaps depends very much on what is meant by the word "better". If it is taken to mean the ease and swiftness with which decisions are made, then representative democracy does not acquit itself very well. Because democracy demands that the public will should be reflected, time needs to be taken for consultation and for reconciling divergent views. This can be costly as well as time consuming. If someone should think, on the other hand, that unanimity and order are the most important characteristics of a well functioning society, democracy will not rate highly here either.

Plato thought that a society would be well governed only when the most enlightened decisions were made on every occasion - and this would occur, according to him, either when kings become philosophers, or philosophers become kings. However, even if obedience to the dictates of an enlightened monarch were a desirable form of government (and there are many cogent arguments to explain why it is not), there is not much reason to suppose that Plato's vision will become a reality very soon. Those who seek enlightenment and those who seek autocratic political power are seldom the same kind of person.

Some libertarians, on the other hand, believe in the slogan, "that government is best which governs least". They tend to prefer a minimum of government intervention, and a greater

measure of direct democracy through the use of plebiscites, recall and direct legislation. There is a potential problem here, however, in that decisions made in a direct democracy might well be popular, but they might be unenlightened as well since they would too often be made by a populace that demanded the right to be obeyed, but which perhaps paid little heed to the obligation to be informed.

John Stuart Mill tended to take a middle course. He thought representative democracy was the best form of government because it provides an opportunity for individual growth and development and for widespread participation, as well as allowing for the popular will to be reflected. It permits an opportunity for informed leadership to be combined with accountability to the public. Even Mill, however, would concede that it is not a perfect form of government. Given the imperfections of human beings, it is obvious that we shall never create a perfect form of government. Readily acknowledging the shortcomings of representative democracy, Winston Churchill is reported to have said that it is the worst form of government there is - except for all the others.

8.1.5 Activities Related to the Theme

1. Have each student research and prepare a report on a society selected from a particular age in history. The report should particularly cover the following: the style and structure of government in that society; the rights and freedoms of ordinary citizens; the privileges of particular classes; the limitations on equality; the respective roles of custom and law.

2. Have each student research and prepare a report on one of the following topics, tracing its development through history in various societies: the role of women; the treatment of children; the practice of slavery; the division of society into classes.

3. Have each student research and prepare a report that analyzes how a technological, scientific or economic advancement in history brought about a change in the organization of society and government.

4. Organize the class into teams, and have students debate the merits of allowing greater (or less) freedom than is enjoyed in our society at the present time. Some areas to focus on might be the censorship of television or films, or the establishment of abortion clinics, or the practice of assisted suicides for the terminally ill, or the commercialization of new scientific techniques that have ethical implications (i.e genetic engineering or reproductive technology), or drug and alcohol usage.

5. Have small groups of students research and report on the similarities in government and social organization between an historical and a modern society.

6. Have small groups of students research and report on the differences in government and social organization between two modern societies.

7. Have small groups of students research and prepare a report on the role of religion and priests in various societies through history, paying particular attention to the amount of influence or control they had over government.

8. Have the class prepare a series of maps illustrating the political changes that have occurred in one geographical region (e.g. the Middle East or the Canadian northwest) over the centuries since the beginning of recorded history - that is, showing who exercised political control. In an accompanying text, note particularly the changes in the levels of rights and freedoms that local people enjoyed. Also, note any changes in who the local inhabitants are.

9. Divide the class into three groups. Have each group consider and list the duties of what might be considered a good citizen in each of an ancient society, a middle society and a modern democracy. Analyze the results in a whole-class discussion, particularly noting commonalities and differences.

8.2 Theme Two - Toward Freedom, Justice & Equality

8.2.1 Commentary on the Theme

8.2.2 Information on the Theme

8.2.3 Concepts Related to the Theme

8.2.4 Issues Related to the Theme

8.2.5 Activities Related to the Theme

8.2.1 Commentary on the Theme

Unfortunately, there are those in government, as well as those outside of it, who are only too ready to control, exploit and abuse others in order to serve their own interests. To do this, they will use not only their own power, but the public power they may have access to. It is important for students to understand and appreciate the struggle that has taken place in history for freedom, justice and equality. They must see that good government always has an important role to play in securing these things, because each of us simply cannot guarantee survival, justice, rights and freedom for ourselves, and those we care about, without the aid of other right-thinking individuals. Yet it is true too, unfortunately, that governments themselves can become, and at times have become, oppressors of individuals. So students must learn too that the price of freedom is vigilance, courage and sometimes personal sacrifice.

Most importantly, students must learn that democratic government is not merely a workaday feature of western culture that has no greater value than various features of other cultures. Rather, because it is potentially such an important avenue to individual freedom and fulfilment, it is a precious, yet vulnerable, attainment that has value for the whole of humanity. Accordingly, there are movements toward democracy in every part of the globe.

8.2.2 Information on the Theme

The development of representative democracy, of freedom under law, of justice and rights for all has been gradual, but nevertheless it can be marked by some moments in history when significant advances occurred.

Out of the mists of primitive times, when small bands of people informally organized themselves and roamed in search of comfortable survival, we see emerging in the earliest pages of written history a time when kings and queens were already established in many areas. We might suppose these were men and women who had early learned the advantage that accrues to organized power, who had installed themselves as masters over others from whom they exacted tribute and who had eventually dignified themselves with the name of king or queen and their decrees with the name of law.

This was the case in ancient Rome around 507 BCE, when the Tarquin family held political power, and Lucius Tarquinius the Proud was king. He had a reputation as a tyrant who abused his power and allowed his family to do so as well. Then something occurred that caused the people to revolt and throw off the yoke of kings. We do not know with certainty what brought about this significant change, but legend says that one of the Tarquin princes, Sextus Tarquinius, one day saw a beautiful woman, Lucretia, who was married to Collatinus. Accustomed to doing as he wanted, the prince raped her. Lucretia informed her family and then, mortified because society devalued a "tarnished" woman, she killed herself. This incident set off a reaction that began to change the world. Appalled by this injustice and its shocking consequence, as well as by other long-felt grievances against the "royal" family, many ordinary people rebelled against Tarquin rule. The family was overthrown, the monarchy rejected, and a form of republic established.

The new Rome, as Livy describes it, was "a free nation, governed by annually elected officers of state and subject not to the caprice of individual men, but to the overriding authority of law". Still, it was a society in which patricians (the upper class or aristocracy), and not plebeians (the common people), filled the main decisionmaking roles. The patrician senate chose two new consuls each year to execute its decisions. The consuls were very powerful men during their year in office. Electing two of them meant that each served as a counterbalance to the other's power. Several years later the practice was adopted of allowing assemblies of the people annually to elect officials called tribunes who had the authority to protect the common people from abuses of power by the consuls or the senate. Some fifty years after the republic was established, Rome attempted to improve its system of government. It sent three envoys to Greece to study the principles of government that had been enunciated by the famous Solon. The reforms resulting from this contact did not work well or last long.

8.2.3 Concepts Related to the Theme

Equality

Equality, as the word is used in its political sense in a democracy, is not meant to say anything about individual ability, or material possessions, or standard of living, nor does it say anything about self-identified groups. Rather, it means that each individual citizen is regarded by the nation as having fundamental worth as a human being equal to that of each other individual citizen, as well as equal rights and equal opportunities before and under the law. Most often this equality is asserted as prevailing without regard to race, sex or religion. The concept of equality is one of the underpinnings of democracy, in as much as systemic preference and entrenched advantage are forever challenged. Despite movements toward greater equality, there are still many countries where equality, and rights, and freedom from discrimination, are guaranteed only to certain segments of society; for example, women, homosexuals, the elderly and racial and religious minorities often suffer from inequality.

Freedom

Freedom, as the word is used in its political sense in a democracy, refers to freedom under law. This is where the freedom of one individual is limited by the rights of other individuals. The commonly cited example of freedom under law is that the freedom of one individual to swing his fist ends just before the point where the next individual's nose begins. Freedom under law in a democracy is not the same, and was never intended to be the same, as license, a largely unrestrained liberty that allows individuals to do pretty well whatever they are capable of doing. License, which may have been the condition that prevailed in the most primitive of social circumstances long ago, is not tolerated in a civilized society. Genuine democracies live by the general rule of granting as much individual freedom as possible commensurate with the rights of others and the well being of all.

Justice

Justice is the concept that each individual should be treated by other individuals, and by the nation, according to his moral merit; that is according to the way he treats others. To merit just treatment, each individual is under an obligation to treat all others justly.

If one is accused of committing a crime - since guilt is not yet established - justice demands that the individual accused be given access to safeguards adequate to ensure that the process used to determine guilt or innocence is expeditious and fair, and that the verdict finally pronounced is the right verdict. Once guilt is established, however, societies generally do not feel obliged to treat criminals in the same way they treat other innocent individuals. They often deny convicts rights and freedoms for a period of time, and is some cases, take their lives.

Pluralism

In most modern nation states there live people who come from a variety of racial, cultural, linguistic and religious backgrounds. Pluralism, in it's social sense, is the official tolerance and open acceptance of these differences.

Slavery

Slavery is the condition of being held in bondage, so that one's person and services are under the control of another who considers himself to be owner or master.

8.2.4 Issues Related to the Theme

Should men and women be identified and treated differently in the nation's policies and laws?

There are obvious tangible differences between men and women - differences of structure (bone structure, musculature, some organs, sexual characteristics, hormones, etc.) and differences of function (child-bearing and nursing) that lead to different problems and different needs. One could perhaps make the case that natural-need differences are greater between men and women all over the world than they are between people of different racial and cultural groups.

Besides physical differences, there are also differences in the customary roles that men and women play in many parts of the world. These roles, while possibly suggested in the first place by physical differences, have become thoughtlessly and rigidly entrenched in many societies, in some cases denying freedom and equality to women. The roles are being challenged, particularly by women, and the stereotypes that were long operative in many countries are slowly being dismantled and destroyed. Nevertheless, where these roles are still played out (the expectation, for example, that child-care is a woman's responsibility), they too can create artificial, but consequential, differences in needs.

All of this seems to support strongly the argument that men and women should be treated differently in a nation's laws and policies. Yet, fundamentally, men and women are simply human beings, equally citizens of the nation. And the argument that, to preserve equality, a nation's laws and policies should not deal differently with one citizen than they do with another, seems to have some force as well.

Perhaps the way out of the dilemma is to consider whether democracy's demand for equality among the citizens of a nation is always a demand for identical treatment. Can fair and equal treatment ever actually mean differentiated treatment? It appears that it can if it is associated with the servicing of needs. Each individual is treated equally with all other individuals when all

have their fundamental needs serviced adequately. This concept is well understood by parents in every family: the fair treatment of each of their children always takes into account differentiated needs and results in somewhat differentiated treatment. Adherence to a rigid standard of equality in this case (i.e. precisely the same amount of money must be spent on each child, and the same type of lessons be given, and the same kind and amount of food, etc.) seems positively unenlightened.

If men's and women's fundamental needs are indeed different in some respects, then, it should not be a cause for alarm that a nation's laws and policies attempt to address those different needs. Rather, it may be cause for some satisfaction.

In the end, though, it seems that any departure from a strictly equal treatment of its citizens by a nation that professes to be democratic must always be fully justified and must be of no greater magnitude and of no longer duration than is absolutely necessary.

8.2.5 Activities Related to the Theme

1. Have the class prepare a mural and a time-line that identifies and celebrates significant changes for individual and group freedom in the world.

2. Have small groups of students research and report on the historical progress of women's freedom in the world up to the present day.

3. Have small groups of students research and report on the history of the abolition of slavery in its various forms up to the present day.

4. Have small groups of students research and report on the disintegration of slavery in America or the caste system in India or apartheid in South Africa.

5. Have small groups of students research and report on the American, French or Russian revolution, paying particular attention to the political changes that were being sought by the earliest revolutionaries, and then to the changes that actually occurred.

6. Have each student prepare and present a speech advocating some new right for children, or alternatively, the implementation of a right that children already supposedly have but do not in fact enjoy.

7. In a class discussion, assess the justice system in Canada. Is its purpose to keep innocent people safe? to keep order? to punish wrongdoers? Is the system fulfilling its purpose effectively or not? If not, what changes are needed to make it work better? Is the system fair to those who are accused of wrongdoing? How does traditional Aboriginal

approaches to justice differ from those used in many European traditions?

8. In a class discussion, debate whether collectives should have special constitutional rights within societies: i.e. groups that are of a sexual, religious, linguistic, ethnic or racial character.

9. Invite an appropriate representative to speak to the class about the state of freedom, justice or equality in Canada for women, or the elderly, or the disabled, or a member of a racial minority.

8.3 Theme Three - Toward Internationalism

8.3.1 Commentary on the Theme

8.3.2 Information on theTheme

8.3.3 Concepts Related to the Theme

8.3.4 Issues Related to theTheme:

Issue #1 Should the "haves" try to help the "have nots" withing and beyond...?

Issue #2 Should societies try to control the of change?

8.3.5 Activities Related to the Theme

Tooley, William James. National Archives of Canada

Woman working in Mica processing, June 1990, Ottawa

BEST COPY AVAILABLE

8.3.1 Commentary on the Theme

In their active concern for the rights of people even beyond their own borders, Thomas Paine and the Marquis De Lafayette were somewhat unusual for their time. In recent years, we see individuals acting as citizens of the world, rather than as citizens of a single country who feel they must confine their judgments, and their concern for human welfare, to its limited borders. Such people regard humanity as one. They feel free to question and challenge all wrongdoing, no matter where it occurs. They feel justified in intervening across national boundaries, particularly in regard to those matters that affect, or can affect, all human beings: degradation of the environment, violent assaults on peaceful people, violations of fundamental human rights.

Students should be helped to understand that this relatively new phenomenon has undoubtedly arisen because technological advances in the fields of transportation and communication have enabled the world to be viewed as - to use the phrase coined by Marshall McLuhan - a "global village", and the great variety of humankind to be viewed as one. (In fact, McLuhan thought that the advent of electronic communications would eventually mean the end of individualism and nationalism, and lead to the growth of a new international community). At the same time, other technological advances in many areas have produced more grave and more widespread threats to the environment, to peace and security and to fundamental human rights than ever before. There are nuclear bombs, chemical and biological weapons, radioactive and chemical pollutants, the rapacious exploitation of resources, and threats to human rights from repressive ideologies (religious and political) that can take advantage of the latest technologies in every area of life.

We can see more clearly than ever before that no matter where human beings live in the world, we have common needs and common rights, and we can best act together to address and secure them. There is one world and we are one people in it; all human individuals with a common destiny. This understanding is expressed by many astronauts who have literally seen the world as one. They emphasize that they see no borders dividing nation from nation or people from people. They say this observation "makes you feel like a citizen of the planet".

The recognition of humanity's common needs and rights has given rise to international institutions such as common markets, free-trade zones, the United Nations Organization with all its specialized agencies, Greenpeace, and so on. Some even think it is time for an attempt to establish world government, but that idea has not gathered very much support. Despite the fact that our world is shrinking, it is still too big and too diverse, not to mention too heavily populated, to make world government a likely development in the foreseeable future. Indeed, we still see very strong currents of ethnocentrism and parochialism in the world - so strong, they often lead to violent conflict. So the movement toward greater internationalism, while it appeals to many people, is by no means assured of early or easy success.

8.3.2 Information on the Theme

The movement toward internationalism had its first, unspectacular, beginnings long ago. It occurred as a result of increased human understanding coupled with technological change. This process has continued down through history and is still going on today.

- One of the earliest very significant developments of this type was the development of agriculture: animals were domesticated for easier access to their products; the power of animals harnessed in order to do work; the seeds of nutritious plants were sown and harvested year after year in the same locale. The development of agriculture had several very significant social impacts.

The developments and growth of agriculture gradually started bringing and end to the nomadic lifestyle of hunting and gathering societies. People settled down in one place. Communities were started. The increased security of food supply enabled larger populations to grow, and to live together in relatively small areas. With the development of new needs (for tools, equipment and machinery for example), work specialization increased and this brought with it an increased need for interdependence. Markets were established. Communities grew in size. It was common for families that might once have been isolated to come into contact with ever-large numbers of people.

Although knowledge grew and technology advanced in every age, there were certain developments such as agriculture that brought about large-scale social change in a relatively short period of time. Another such development was the invention of the seagoing caravel in western Europe in the 15th century. These vessels made far-ranging voyages of exploration possible they stimulated regular international trade. To bring trading expeditions together, large sums of money were needed, so banking and finance were fostered. Big businesses which sought private investment were created. All of this gave rise to urbanization, to more specialization, and to greater interdependence. It encouraged the establishment of larger political units and the development of national governments. Human contacts became far-reaching and much more varied than ever before. The outlook of people was becoming broader all the time.

The invention of steam power and it's development in the 18th century caused another enormous change. Work could be done by machines that never tired; production took a great leap forward. Access to raw materials had to be broadened and markets had to be expanded. These initiatives meant further contact on an international level. Unfortunately, these contacts often were not enlightened, productive and peaceful. It is true that the developments which have brought about significant social change and advances in the quality of human life have almost always brought about significant social problems as well. These problems have to be addressed in every age. Among the more common problems have been job loss, the need to learn new skills, the overturning of traditional ideas and ways of doing things, the pressures of lifestyle and language.

The most recent developments that have brought about further movement toward internationalism are advances in the areas of transportation and communication. These advances have truly made the world into "a global village". International contacts are frequent and broad ranging. Even those who stay at home have the rest of the world brought to their doorstep; its commodities, its services, its news. Internationally there are now common needs and common interests. This has prompted the development of international institutions and international law.

There are a variety of international organizations which have been established to help human beings around the globe to meet their common needs. Some of these organizations are truly international in the sense that they are open to all nations of the world. Others are called international only because their membership is comprised of more than one nation and their activities extend beyond national borders, yet their membership is limited to nations of particular region (European Union) or of a particular character (the Commonwealth). Some of these institutions are founded on the initiative of the governments, and their membership is comprised of government representatives. Others are founded on the initiative of private individuals and their membership is open to all individuals who share the interest.

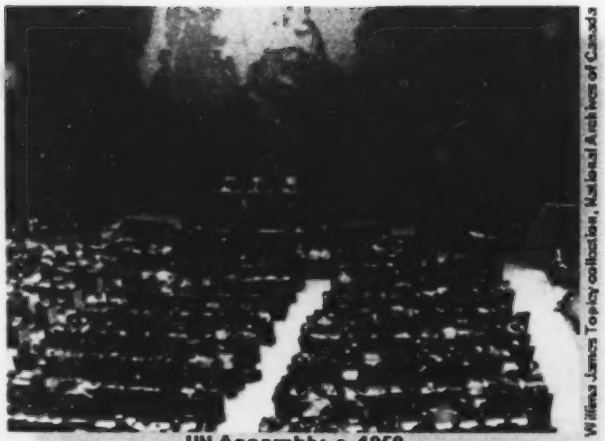
One of the major weaknesses of international institutions is that they generally lack the means to enforce their decisions. They must rely on the good will and support of nation states before they can be effective. It appears that an international moral force is growing, a force that nation states and international corporations will find it ever more difficult to ignore.

There are many important international organizations that have been established in relatively recent times which reflect this growing sense of internationalism. Some of the more important one are noted below.

The United Nations (UN) was established in 1945 following the demise of its short-lived predecessor, the League of Nations, which had been established in 1919. The major organs of the UN are: the Secretariat (which play the role of the Executive in the UN); the General Assembly (to represent all members); the Security Council (to help keep the peace); the International Court of Justice (to settle international legal disputes); the Economic and Social Council (to advance human rights and help people better their lives). The UN is committed to attaining peace in the world and to advancing the general well being of individuals everywhere. It has created peace keeping forces to operate in trouble spots around the world. It has passed the Universal Declaration of Human Rights to set a standard for human rights in the world. It has established agencies to help improve the lives of people around the world.

Some of the more important specialized agencies of the UN are the following: the World Health Organization (WHO), committed to improving human health in all parts of the world; the International Labour Organization (ILO), dedicated to improving working and living conditions; the International Children's Emergency Fund (UNICF), dedicated to improving the lot of the world's children; the International Civil Aviation Organization (ICAO), dedicated to maintaining safety in air travel by setting international standards and regulations; the Intergovernmental Maritime Consultative Organization (IMCO), pursuing cooperation in shipping practices and regulations; UN General Assembly, c. 1950 the International Telecommunication Union (ITU), promoting cooperation to solve problems concerning radio, television and satellite

communication; the Universal Postal Union (UPU), promoting cooperation in the delivery of mail; the International Bank for Reconstruction and Development (the World Bank), established with the aim of assisting economic development in the third world countries; the Food and Agriculture Organization (FAO), dedicated to improving the production of farms, forests and fisheries; and, the World Meteorological Organization (WMO), dedicated to cooperation in weather forecasting.



UN Assembly, c. 1950

There are international organization that have a cultural or linguistic characteristic; for example, the Commonwealth, La Fancophonie, and Indigenous Survival International. While membership is limited, groups such as these lead countries away from a narrow, nationally focussed approach to problem solving and toward greater international understanding. The same is true with economically based organizations such as the European Union and the Nordic Council, which, besides establishing a preferred or free trade zone, make it possible for citizens of the member countries to work, travel and receive various benefits beyond their own nation's borders. Free trade agreements such as the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA), promote an international outlook as well.

There are international organizations that operate at arms length from government, yet which could not survive without government cooperation and funding. Such is the International Olympic Committee (IOC), which organizes and administers the quadrennial Olympic Games. Despite its indirect reliance on government support, however, the Committee accepts no instructions on voting from any government.

There are also international initiatives that are taken quite apart from government sponsorship. These initiatives have resulted in the founding of organizations that are motivated by some matter of strong general concern. The organizations are able to finance themselves and function effectively because many people in many countries support their goals. Some of the best known among these are the International Red Cross, providing food, clothing and medical aid in emergency situations (the Red Crescent Society is the equivalent organization in Islamic countries); Greenpeace, dedicated to protecting the environment and to reducing the threat from nuclear weaponry; and Amnesty International, dedicated to protecting fundamental human rights, particularly for prisoners of conscience around the world.

Undoubtedly, this international outlook is becoming more common as widespread travel becomes easily available to vast numbers of people and as the modern mass media instantly bring the plight of people who live far away right into our living rooms. Individuals in many parts of the world become interested in the problems they learn about through travel or the media, and believe they have a right to express their concern, and even to intervene, wherever

fundamental human rights are violated or placed in jeopardy. Such individuals believe that an attack upon the security, or health, or dignity of other human beings, or an attack upon the environment - no matter where in the world - is an attack upon humanity and therefore an attack upon themselves. And if they are not moved to act altruistically for the benefit of others, they are prompted to act for the protection of their own long term interests. Threats of serious, widespread pollution and the loss of important economic resources (fish and forests, for example) will almost certainly generate greater international activism in the years to come.

8.3.3 Concepts Related to the Theme

Ethical Issue

An issue is an unresolved problem, concerning which there seems to be some reasonable support for the arguments of both opposing positions. If this were not the case, there would be no issue, for the answer would be obvious to all.

An ethical issue is an issue in which not only facts may be unclear or in dispute, but values as well. In dealing with ethical issues, human beings introduce into the equation the notion of something as being "good" or "bad", or "right" or "wrong", in a moral sense. Various positions are taken on an issue based on the differing values that are held.

In attempting to deal with ethical issues, it is important to respect the sincerity of those with opposing views (unless there is clear evidence to indicate the contrary). It is important to hear them out, to try to understand their point of view, and to try then to cooperate with them to resolve the issue in a peaceful, rational way. In a democracy, when an issue has been resolved for the time being (in the absence of definitive evidence, ethical issues are never absolutely and finally resolved), the good citizen has an obligation to accept the decision for society, if not for himself, and to work to change it only in peaceful ways. For example, if a democratic society has decided that abortions will be allowed, the good citizen, no matter how wrong he/she may believe abortion is,or how vigorously he/she works to change the law, will not resort to violence in order to oppose it.

There is one school of thought, however - associated with Henry David Thoreau and others - that considers it acceptable for the citizen in a a democracy, where matters of conscience are concerned, to resort to certain illegal, but peaceful, measures, to oppose government position. This ideology recommends a deliberate and public refusal to obey the law, followed be a willing acceptance of the punishment. This is known as civil disobedience, and it must be distinguished from riot, rebellion or revolution. There are other social philosophers who believe that it is never right to break the law in a democracy, for the opportunity to change the law by peaceful and legal means is always present. They think that defiance of any law leads to contempt for all law and undermines a civil society. This disagreement is in itself then an example of an ethical issue.

International

This concept refers to any activity that crosses at least one national boundary and impacts on two or more nations. A project that involve only Russia and Canada, for example, can properly be called an international project. Yet the word is also used to mean those circumstances where many, or virtually all, nations of the world are involved. The UN, for example, is truly and international organization.

Moral Suasion

Individuals and nations need power in order to effect their purposes. Power can be of many kinds: physical, military, legal, financial, or personal (having strength, charm, charisma or good looks). There is also an important kind of power that derives from being in a position that is morally right, and is recognized to be so, even by those who have an interest of personal stake in an opposing view. This power is called moral suasion. For example, while aboriginal people actually have little political or economic power anywhere in the world, they are able to advance their interests to some extent because of moral suasion; they compel the recognition by many other people that there is an element of moral rightness in their position.

Social Issue

A social issue is an issue that has implications beyond a single individual and those in the immediate field of caring. Ethical issues (euthanasia) as well as non-ethical issues (free trade) can be called social issues because they are in the realm of public policy. They impact on society.

[Note: some would argue that all social issues, including free trade, have ethical implications.]

8.3.4 Issues Related to the Theme

Issue #1 Should the "haves" try to help the "have-nots" within and beyond the nation's borders?

A moral argument is sometimes made, based upon biblical authority, that each of us is his brother's keeper, that charity is obligatory. Not everyone accepts biblical authority, however, and the validity of the moral argument comes into dispute. The Scottish philosopher, Adam Smith, for example, taught that society can survive (though not comfortably) in the absence of benevolence (doing good to others), while it cannot survive at all in the absence of justice (not doing to others what you would not want them to do to you; being fair).

There is a practical argument to support the notion that the "haves" should help the "have-nots" which is perhaps not so easily discounted. The argument is this: if there is any injustice

responsible for the "haves" having and the "have-nots" not having - or even any perception of injustice - then there will be discontent and unrest in society, perhaps even violent behaviour. It is argued that the results of this discontent - whether it manifests itself in alcohol and drug abuse or criminality on the home front, or revolution and war beyond - will compel the "haves" to pay many times over, in more ways than one, for not sharing their abundance in the first place.

Others would make the counter argument that, regardless of the perception, if there is no injustice involved in creating the disparate economic conditions, then there is no obligation to share one's fairly earned possessions; in fact, that doing so in these circumstances contributes to undermining any determination the disadvantaged may have to succeed on their own. More moderate individuals might argue that help should nevertheless be given if there is manifest reason as to why people are unable to help themselves, but not be given otherwise.

Very few would argue that assistance should be withheld even in the throes of a dire emergency. Most human beings respond with help in this circumstance, recognizing that they would seek and probably expect help themselves if the situations were reversed. This fact seems to indicate that reluctance to aid in other cases may be related to the perception of culpability: if those disadvantaged are thought to have been apathetic or imprudent, and thereby responsible for their own condition, then there is a fairly widespread reluctance to help; but if circumstances are seen to be outside their control, there is more of a willingness to help. Whether or not this is the way human beings ought to respond is still an open question.

With respect to helping "within" or "beyond" one's borders, if the rightness of providing aid is argued on principle, then it seems there should be no distinction made between the two locales. If, however, the giving of aid is argued pragmatically, then whether one should aid in one or other of the two locales will be determined by the relative advantages of doing so, and the relative disadvantages of not doing so.

Issue #2 Should societies try to control the rate of change?

New ideas, new initiatives, new technologies, all affect the rate of social change. We are now moving into an era when, because of the knowledge explosion (each new idea spawns other new ideas), the rate of change is increasing, and is continuing to accelerate. New capabilities are arising that have important social implications: the cloning of cells; genetic engineering; various reproductive technologies (particularly sex selection by parents); biological, chemical and nuclear weapons; and, sophisticated media techniques, with a resulting flood of advertising and entertainment of questionable value. It is clear that there will be many more such innovations.

It seems that society cannot in the future assure individuals of a value-guided, peaceful, orderly, enhancing lifestyle if it does nothing to control valueless change driven by technology and unlimited by anything but the ingenuity of aggressive individuals pursuing their own short-term interests. Rather, in the absence of prudent social control, there will arise a libertarian approach to life with chaotic activity approaching a state of anarchy. Individuals who prefer to live in an ordered society enjoying freedom under law see significant dangers resulting from such chaos. Acceptance in principle of some level of social control seems to them to be necessary

(otherwise, if every individual must be left free to do what he is capable of doing, we tend to revert to anarchy).

Preserving an optimal amount of free thought and free action for individuals, commensurate with the good of all, is extremely important. While some attempt to control the rate and nature of change is probably necessary [note: Canada's recent commission dealing with reproductive technologies, or international agreements on arms limitation and reduction, or television networks being told to police their own programming], the regime under which controls are applied must be democratic and the controls, while applied expeditiously enough to be effective, must nevertheless be applied only after a good deal of consideration.

Some of the questions that must be addressed are these: What is it that needs to be controlled and why? What are the dangers if it is not controlled? Are those dangers significant enough to warrant a limitation on freedom? What are the options for control, and which of the options offers hope of the best result, all things - including the value of individual freedom - considered?Are proposed controls focussed and precise, or are they broader than necessary? What are the likely effects of imposing controls? Are those effects tolerable in a democratic society?

8.3.5 Activities Related to the Theme

1. Have small groups of students research and prepare illustrated reports on the common way of life of Canadian children: their education, food, clothing, play, sports and cultural activities, music and other entertainment. Send these reports to classrooms in other countries and ask for return packages.

2. Divide the class into pairs. Debate the merits of Canada's social safety net (income support program, work retraining, national or international aid).

3. Have each student report on an event in which citizens from one nation rally, or demonstrate, over a social or ethical concern in some other nation (for example, Clayoquot Sound, Amazon rain forest, Chinese student demonstrators, South African sanctions, Israeli treatment of Palestinians, living conditions for aboriginal peoples, the torture of prisoners, US troops in a foreign country, etc)

4. Have small groups of students research and report on the efforts that are being made to democratize some of the world's countries.

5. Have each student review a film, book, TV show, or radio program that brings some other parts of the world to our doorstep (or our world to someone else's doorstep), with comments on its content and effectiveness.

6. Invite speakers who have lived in or visited other lands to tell the class about their experiences.

7. With the class, list all the ways in which all peoples of the world are essentially the same; that is, have the same physical, mental and emotional characteristics, the same needs, the same interests, the same desires, the same beginning and the same end. Discuss the implications of the results.

8. With the class, create Mr. and Mrs. 21st Century, the prototypes of the next generation of human individuals. What are their physical, mental and emotional characteristics? What is their culture(s)? What is their language(s)? What problems and issues will they face? What will be the condition of their freedom? justice? equality?

9. Using airline travel schedules, have the class determine how quickly one can travel around the world. Discuss whether the world is truly becoming a "global village", and, whatever the answer may be to that condition, discuss what the implications are for Canadians.

10. Have each member of the class identify and list international personalities and international works that they know of in the field of art, music, drama, business and science. Combine these lists into one classroom list and discuss the results. What does this list imply about the future of the world?

11. As a class, discuss whether the Canadian government, on behalf of Canadians, should get involved in ethical issues arising in other nations. If not, why not? If so, to what extent?

12. Select certain current international issues. Divide the students into pairs. Assign each pair one of the issues, and have them debate whether the Canadian government (or Canadians as individuals) should be involved.

13. Have small groups of students research and report on similarities in the governments of two different countries. They should explain why these similarities exist.

14. Have the class discuss and agree upon suitable foreign policy for Canada with respect to aid to third-world countries, to peacemaking (in contrast to peacekeeping), to using Canadian troops to facilitate the delivery of humanitarian aid in areas of violent conflict, to overfishing, to the cutting of rainforests, to international pollution. What price should Canadian be expected to pay in order to create effective and workable policies?

15. Have the class discuss and develop a profile of the kind of political leader needed in Canada for the twenty-first century. Most particularly will she/he need to be nationalist or internationalist in outlook?

16. Have class members each write an essay discussing the characteristics of what makes today's man or woman a good citizen of the world.

REMINDER : The current events focus is on news stories that deal with activities of the territorial government. For information about the Government of the Northwest Territories see Strand Six in the Department's publication entitled Civics in the Elementary Social Studies Curriculum.

8,4 Additional Resources for Strand Eight Social Studies

This resource list is intended to be a dynamic document. If teachers know of a resource useful to the teaching of this strand that is not indicated here, please forward the bibliographical information with brief comments on how the resource is useful. New resource lists will be published as appropriate to reflect current materials available.

These can be sent to:

Social Studies Coordinator
Early Childhood and School Services
G.N.W.T.
P.O. Box 1320
YELLOWKNIFE, NWT
X1A 2L9

8.4.1 Resources for Strand Eight Civics

8.4.2 Resources for Strand Eight Social Studies

8.4.3 Literature Resources to Support Integration of Social Studies & Civics w/ Language Arts

8.4.4 Ready Referenced Resources

8.4.1 Resources for Strand Eight Civics

Evans, David et al. Technology and Change in Canada; 1990.Weigl Educational Publishers Ltd.; [LRDC]

Flaiz and Gabin. Finding Your Voice; you and your government. Riedmore Books; 1997. 1-895073-31-6 (LRDC Alberta Education)

Parsons and Jamieson. Canadians Responding to Change; 1990. Reidmore Books [Learning Resources and Distributing Centre (LRDC) - Alberta Education]

Tradition and Change; The Jacaranda Press, John Wiley and Sons; 0-7016-1756-X

8.4.2 Resources for Strand Eight Social Studies

Primary Books

Atlas of the Environment; Nelson Canada, 1991 - excellent resource for dealing with issues that arise from development - Theme C (possibly good for Theme C, Strand 7 and 9 as well)

Canadian Oxford School Atlas, 6th Ed.; Oxford University Press, Toronto;

Greenblatt and Lemmo. Human Heritage - covers theme A and some of theme B

Kahn et al. People Through the Ages; Peguis Publishers Ltd.; 520 Hargrave Street, Winnipeg R3A 0X8; 1992 1-895-411-45-9

Parsons and Jamieson. Canadians Responding to Change; Reidmore Books Inc; Edmonton;1990 - has information for Theme C, which is lacking in others - has Teacher's Resource as well

Teacher Guide also available

Support Resources for Students

Bender, Lionel. Invention; Eyewitness Books, Random House of Canada, 1991 0-679-80782-9 IL 5+

Bennett, Paul. What it was like Before Electricity; Read All About It Series, Raintree Steck-Vaughn Publishers, 1995 0-8114-5734-6 IL 1-8

BonBernard. Life in Changing China; Arnold Publishing Ltd. Edmonton; 1987 - excellent for students - Theme C

Burley. Culture Quest; Prentice Hall Canada Inc.; 1993 - Themes A and B

Burrell, Roy. Oxford First Ancient History; Oxford University Press, 1994 0-19-521058-1 IL 4-8

Cairns, Trevor. Europe Rules the World; Cambridge University Press, 1981 0-521-22710-0 IL 7+

Canadian Citizenship in Action; Weigl Educational Publishers Ltd., Edmonton; 1992 - could be

used for focussing on issues in Theme C

Chrisp, Peter. Ancient Rome; World Book, Incorporated, 1997 0-7166-9401-8

Crosher. Peoples of the Past: The Greeks; Silver Burdett Press, 1985 - excellent as a student resource for Theme A

Dawood. Brazil: Land of Contrasts; Reidmore Books, Edmonton; 1989 - also has Teacher's Guide - Theme C

Deary, Terry. Rotten Romans; Scholastic Canada, Incorporated, 1997 0-590-73893-3

Dudley, William, ed. The Industrial Revolution; Greenhaven Press, Incorporated, 1997 1-56510-706-3

Evans and Yu. China: Our Pacific Neighbour; Reidmore Books Inc., Edmonton, 1992 Theme C

Evans et al. Technology and Change in Canada;. Weigl Educational Publishers Ltd., Edmonton, 1990 - excellent for Theme C, change in the modern world - has Teacher Guide

Farndon, John. What Happens When: You turn on the TV, Flick on a Light, Mail a Letter, Scholastic Canada, Limited, 1996 0-590-84754-6

Harrison and Harrison. Folen's World Atlas; Folens Publishers Inc, California, 1993 - Theme C

Hart, George. Ancient Egypt; Eyewitness Books, Random House of Canada, 1990 0-679-80742-A IL 5+

Kerrod, Robin. Amazing Flying Machines; Eyewitness Juniors Series, Random House of Canada, 1992 0-679-92765-4 IL 1-5

Living in History; Funfax Eyewitness Library. DK Publishing, Incorporated, 1997 0-7894-1839-8

Matthews. Nelson Intermediate Atlas. Nelson Canada, 1989 - Themes A and B - shows locations of some ancient and aboriginal societies

Millard, Anne. Eyewitness Atlas of Ancient Worlds; D.K. Publishing, Incorporated, 1994 1-56458-679-0 IL5+

Mummies; Eyewitness Files Series; DK Publishing, Incorporated, 1998 0-7894-2792-3 IL 3-10

Neering et al. Exploring Our World: Other People, Other Lands. Douglas and McIntyre (Educational) Ltd., Vancouver, 1986 - Theme C

Parsons, Jim. Japan: Its People and Culture; Reidmore Books Inc., Edmonton, 1988 - Theme C

Parsons et al. Greece: Discovering the Past; Reidmore Books, Edmonton, 1992 - excellent as a student resource for Theme A

Pearson, Anne. Ancient Greece; Eyewitness Books, Alfred A. Knopf Books for Young Readers, 1992 0-679-81682-8 IL 5+

People and Places Series; Silver Burdett Press, Englewood Cliffs, NJ, 1988 - includes: Brazil, Canada, China, France, Japan, Southeast Asia, United Kingdom - deals with modern societies as they are built on traditions

Pollard and Wilkinson. The Industrial Revolution; The Greatest Discoveries and Inventions Series; Chelsea House Publisher, 1995 0-7910-2767-8

Power for the People; Cambridge Introduction to History Series, Cambridge University Press, 1980 0-8225-0808-7 IL 5+

Reeves, Nicholas and Nan Froman. Into the Mummy's Tomb: The Real Life Discovery of Tutankhamen's Treasures; Scholastic, 1993 0-590-45753-5 RL4, IL4-9

Rutland, Jonathan . See Inside an Ancient Greek Town. Kingfisher Books Ltd., London, 1986.

- See Inside a Roman Town. Kingfisher Books Ltd., London, 1986.

Shuter, Jane. The Ancient Romans; History Opens windows Series; Rigby Interactive Library, 1997 1-57572-591-6

Simpson, Judith. Ancient Rome; Time-Life, Incorporated, 1997 0-7835-4909-1

Snedden, Robert. Technology in the Time of Ancient Rome; Raintree Steck-Vaughn Publishers, 1998 0-8172-4876-5

The Old Regime and the Revolution; Cambridge Introduction to History Series, Cambridge University Press, 1980 0-8225-0807-9 IL 5+

Welpy and Adam. The Human Story: Mediterranean Civilizations; Silver Burdett Press, Morristown, NJ, 1987 - very good student resource

Woods, Geraldine. Science in Ancient Egypt; Grolier Educational Associates, 1988 0-531+10486-9 IL5-8

Support Resources for Teachers

Beers. World History: Patterns of Civilization; Prentice-Hall Canada Inc., 1989 - a very good teacher resource for Themes B and C, but possible student use as well

Burger. The Gaia Atlas of First Peoples; Anchor Books Doubleday, 1990 - perhaps useful for teacher in the last sections of Theme C

Coblence. The Human Story: Asian Civilizations; Silver Burdett Press, Englewood Cliffs, NJ; 1988 - excellent teacher resource for Themes A and B, but possibly good for student use as well

Coupe and Scanlan. Threads of Time: Junior World History 400-1750; Longman Cheshire, Longman House, King's Garden, 95 Coventry Street, Melbourne 3205 Australia - excellent information on middle societies

Cruxton and Wilson. Flashback Canada; Oxford University Press, Toronto; 1987 - support for students as well as teachers on Theme C - last few chapters on social change: women, etc.

James. Origins of Western Civilization; Pergamon Press Inc., Toronto; 1973 - good teacher resource for Themes B and C

Leinwand, Gerald. The Pageant of World History; Allyn and Bacon, Inc., Newton, Mass.; 1986 - Themes A and B

McGhee. Canadian Arctic Prehistory; Canadian Museum of Civilization, 1990 - Theme A

Molyneux and MacKenzie. World Prospects: A Contemporary Study; Prentice-Hall CanadaInc.; 1987 - information for Theme C

Odijk. The Ancient World: The Greeks and The Vikings; Silver Burdett Press; Englewood Cliffs, NJ; 1989 - could perhaps be used by advanced students - Theme A and Theme B

Pierre. Events of Yesteryear: The Renaissance; Silver Burdett Press, Morristown, NJ, 1985 - excellent for Theme B

Reed. The World Now; Bell and Hyman, Denmark House, 37-39 Queen Elizabeth Street, London SE1 2QB - possible student use as well, for Theme C

Stanford. The Global Challenge: A Study of World Issues. Oxford University Press, Toronto; 1990 - excellent resource for Theme C

Trueman and Trueman. The Enduring Past: The Earliest Times to the Sixteenth Century. McGraw-Hill Ryerson Ltd., 1982

Films and Videos

Carthage - 30 minutes - colour - Films for the Humanities

Europe in the Middle Ages Series: The Birth of the Middle Ages - 43 minutes - colour The Cityof God - 39 minutes - colour Charlemagne and the Holy Roman Empire - 31 minutes - colour

The Feudal System - 36 minutes - colour Christians, Jews and Moslems in Medieval Spain - 33 minutes - colour Byzantium: From Splendour to Ruin - 43 minutes - colour Vikings and Normans - 37 minutes - colour - Films for the Humanities

The Greeks Series: The Greek Beginning - 52 minutes - colour The Classical Age - 52 minutes - colour Heroes and Men - 52 minutes - colour The Minds of Men - 52 minutes - colour - Films for the Humanities

Intimate Details of Roman Life - 27 minutes - colour - Films for the Humanities

Legacy - Origins of Civilization Series: Central America - The Burden of Time; China - The Mandate of Heaven; Egypt - The Habit of Civilization; India - Empire of the Spirit; Iraq - The Cradle of Civilization; The Barbarian West - each 60 minutes - Thomas Howe Media

Magna Carta - 22 minutes - colour - Films for the Humanities

Pompeii: Daily Life of the Ancient Romans - 45 minutes - colour - Films for the Humanities

To obtain addresses for audiovisual aids, refer to Strand 7, "Other Aids"

Ancient Societies

Alcock, Vivian. Singer to the Sea God; Reed, 0-7497-1284-8

Anderson, Scoular. A Puzzling Day in the Land of the Pharaohs; Candlewick Press, 1996 1-56402-877-1 IL 1-5

Bunting, Eve. I am the Mummy Heb-Nefer; Harcourt Brace & Company, 1997 0-15-200479-3

Clements, Andrew. Temple Cat; Houghton Mifflin, 1996 0-395-69842-1 IL 1-3

Levitin, Sonia. Escape from Egypt; Puffin, 0-14-037537-6

McDonald, Fiona. The World in the Time of Alexander the Great; Dillon Press, 1997 0-382-39742-8

Orgel, Doris. Ariandne, Awake!; Penguin Books Canada, Limited, 1994 0-670-85158-2 IL 1-3

Speare, Elizabeth George. The Bronze Bow; Houghton Mifflin, 0-395-13719-5

Sutcliff, Rosemary. The Eagle of the Ninth. Puffin, 0-14-030890-3

The Outcast; Puffin, 0-14-031715-5

The Shield Ring; Puffin, 0-14-034969-3

Talley, Linda. Plato's Journey; Marsh Media, 1998 1-55942-100-2 IL 1-4

Wroble, Lisa. Kids in Ancient Greece; Rosen Publishing Group, 1997 0-8239-5122-7

Middle Societies

Fiction

Alder, Elizabeth. The King's Shadow; Bantam Doubleday, 0-440-22011-4

Bradford, Karleen. Shadows on a Sword; Harper Collins, 0-00-648108-6

Bradford, Karleen. There Will Be Wolves; Harper Collins, 1992 0-00-647938-3 (1096 A.D., young woman healer, Crusades) RL 5+

Brouwer, Sigmund. Winds of Light Series; Scripture Press Publications

Barbarians from the Isle, 1992 0-89693-116-1
A City of Dreams, 1993 1-56476-048-0
Foresaken Crusade, 1992 0-89693-118-8
Legend of Burning Water, 1992 0-89693-117-X
Merlin's Destiny, 1993 1-56476-049-9
Wings of an Angel, 1992 0-89693-115-3

Cushman, Karen. Catherine Called Birdy; Harper Trophy, 0-06-440584-2

The Midwife's Apprentice; Harper Trophy, 0-06-440630-X

Dana, Barbara. Young Joan; Harper Trophy, 0-06-44-661-X

de Angeli. The Door in the Wall; Bantam Doubleday, 0-440-80356-X

Dickens, Charles. David Copperfield; Bantam, 1988 0553-211-897

Oliver Twist; Wordsworth Edition, Ltd., 1996 185-326-012-6
A Tale of Two Cities; Wordsworth Edition, 1993 185-326-039-8
Bleak House; 014-04-34-968

Garden, Nancy. The Dove and the Sword - A Novel of Joan of Arc; Scholastic, 0-590-92949-6

Jinks, Catherine. Pagan's Crusade; Hodder & Stoughton, 0-340-60859-5

Konigsburg, E.L. Proud Taste of Scarlet and Miniver; Bantam Doubleday, 0-440-47201-6

Llorente, Pilar Molina. The Apprentice; Farar, Strang and Giroux, 0-374-40432-1

Murphy, Jill. Jefferey Strangeways; Candlewick, 1-56402-283-8

Nickel, B.K. The Secret Wish of Nannerl Mozart Second Story, 1996 0-929005-89-9 (historical fiction of Mozart's sister) RL 5, IL 4-8

Smucker, Barbara. Garth and the Mermaid; Penguin, 1992 0-670-84614-7 (14th century England, time travel novel) RL 5, IL 4-6

Stevenson, Robert Louis. The Black Arrow; Russell, Geddes and Gosset, 1-85534-509-9

Temple, Frances. The Ramsay Scallop; Harper Collins, 0-06-440601-6

Treece. Henry. The Children's Crusade; Puffin, 0-14-030214-X

Tomlinson, Theresa. The Forestwife; Random House, 0-09-926431-5

Voigt, Cynthia, Jackaroo; Scholastic, 0-590-48595-4

Picture Books

Oberman, Sheldon. The Always Prayer Shawl; Boyd Mills Press, 1993 1-878093-22-3 (Jewish boy flees Czarist Russia) RL 4, IL 2-7

Video

Beethoven Lives Upstairs, IL3+

Marco Polo: Queen of the Seas, IL7+

Modern Societies

Fiction

Doherty, Berlie. Street Child; Harper Collins, 0-00-674020-0

Garfield, Leon. Smith; Puffin, 0-14-036458-7

Lingard, Joan. Freedom Machine; Penguin Books Canada, Limited, 1988 0-14-032369-4 IL 6-9

Manes, Stephen. It's New! It's Improved! It's Terrible!; Bantam Books for Young Readers, 1989

0-553-15682-9 IL 6

Nesbit, E. The Railway Children; Puffin, 0-14-036671-7

Patterson, Katherine. Lyddie; Puffin, 0-14-034981-2

Scarantino, Barbara. Hubert in Heaven; A High-Tech Angel Gets His Wings; New Wave Consultants, 1995 0-943172-88-8 IL 3-6

8.4.3 Literature Resources to Support Integration of Social Studies & Civics with Language Arts

Theme A - Ancient Societies

History

Reeves, Nicholas and Nan Froman. Into the Mummy's Tomb: The Real Life Discovery of Tutankhamen's Treasures; Scholastic, 1993 0-590-45753-5 RL4, IL4-9

Fiction

Alcock, Vivian. Singer to the Sea God; Reed, 0-7497-1284-8

Levitin, Sonia. Escape from Egypt; Puffin, 0-14-037537-6

Speare, Elizabeth George. The Bronze Bow; Houghton Mifflin, 0-395-13719-5

Sutcliff, Rosemary. The Eagle of the Ninth. Puffin, 0-14-030890-3

The Outcast; Puffin, 0-14-031715-5

The Shield Ring; Puffin, 0-14-034969-3

Theme B - Middle Societies

Fiction

Alder, Elizabeth. The King's Shadow; Bantam Doubleday, 0-440-22011-4

Bradford, Karleen. Shadows on a Sword; Harper Collins, 0-00-648108-6

Bradford, Karleen. There Will Be Wolves; Harper Collins, 1992 0-00-647938-3 (1096 A.D., young woman healer, Crusades) RL5+

Brouwer, Sigmund. Winds of Light Series; Scripture Press Publications

Barbarians from the Isle; 1992 0-89693-116-1

A City of Dreams; 1993 1-56476-048-0

Forsaken Crusade; 1992 0-89693-118-8

Legend of Burning Water; 1992 0-89693-117-X

Merlin's Destiny; 1993 1-56476-049-9

Wings of an Angel; 1992 0-89693-115-3

Legend of Burning Water; 1992 0-89693-117-X

Cushman, Karen. Catherine Called Birdy; Harper Trophy, 0-06-440584-2

The Midwife's Apprentice; Harper Trophy, 0-06-440630-X

Dana, Barbara. Young Joan; Harper Trophy, 0-06-44-661-X

de Angeli. The Door in the Wall; Bantam Doubleday, 0-440-80356-X

Garden, Nancy. The Dove and the Sword - A Novel of Joan of Arc; Scholastic, 0-590-92949-6

Jinks, Catherine. Pagan's Crusade; Hodder & Stoughton, 0-340-60859-5

Konigsburg, E.L. Proud Taste of Scarlet and Miniver; Bantam Doubleday, 0-440-47201-6

Llorente, Pilar Molina. The Apprentice; Farar, Strang and Giroux, 0-374-40432-1

Murphy, Jill. Jefferey Strangeways; Candlewick, 1-56402-283-8

Nickel, B.K. The Secret Wish of Nannerl Mozart Second Story; 1996 0-929005-89-9 (historical fiction of Wolfgang's sister) RL5, IL4-8

Smucker, Barbara. Garth and the Mermaid; Penguin, 1992 0-670-84614-7 (14th century England, time travel novel) RL5, IL4-6

Stevenson, Robert Louis. The Black Arrow; Russell, Geddes and Gosset, 1-85534-509-9

Temple, Frances. The Ramsay Scallop; Harper Collins, 0-06-440601-6

Treece. Henry. The Children's Crusade; Puffin, 0-14-030214-X

Tomlinson, Theresa. The Forestwife; Random House, 0-09-926431-5

Voigt, Cynthia, Jackaroo; Scholastic, 0-590-48595-4

Picture Books

Oberman, Sheldon. The Always Prayer Shawl; Boyd Mills Press, 1993 1-878093-22-3 (Jewish boy flees Czarist Russia) RL4, IL2-7

Video

Beethoven Lives Upstairs, IL3+

Marco Polo: Queen of the Seas, IL7+

Theme C - Modern Societies

Fiction

Doherty, Berlie. Street Child; Harper Collins, 0-00-674020-0

Garfield, Leon. Smith; Puffin, 0-14-036458-7

Nesbit, E. The Railway Children; Puffin, 0-14-036671-7

Patterson, Katherine. Lyddie; Puffin, 0-14-034981-2

8.4.4 Ready Referenced Resources

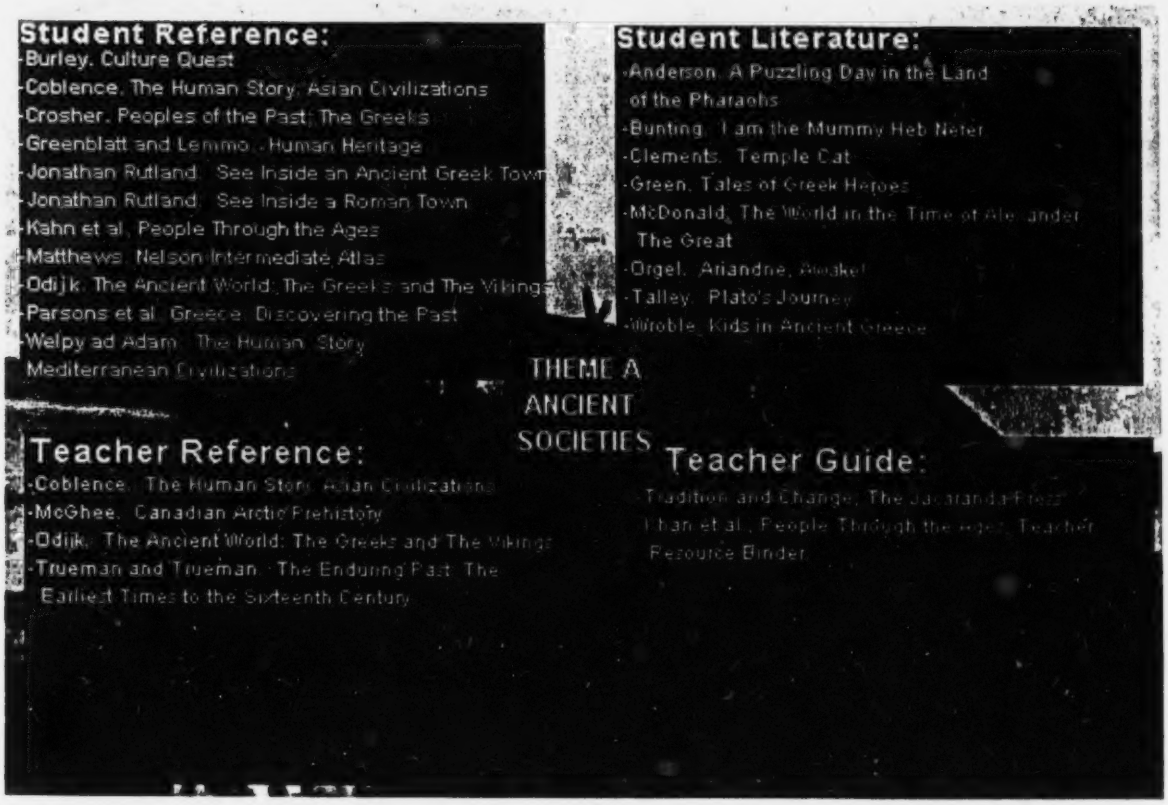
Theme A - Ancient Societies

Theme B - Middle Societies

Theme C - Modern Societies

Extension Activities

Theme A- Ancient Societies


Student Reference:
-Burley. Culture Quest
-Coblence. The Human Story. Asian Civilizations
-Crosher. Peoples of the Past: The Greeks
-Greenblatt and Lemmo. Human Heritage
-Jonathan Rutland. See Inside an Ancient Greek Town
-Jonathan Rutland. See Inside a Roman Town
-Kahn et al. People Through the Ages
-Matthews. Nelson Intermediate Atlas
-Odijk. The Ancient World: The Greeks and The Vikings
-Parsons et al. Greece: Discovering the Past
-Welpy ad Adam. The Human Story
Mediterranean Civilizations
Student Literature:
-Anderson. A Puzzling Day in the Land of the Pharaohs
-Bunting. I am the Mummy Heb Neter
-Clements. Temple Cat
-Green. Tales of Greek Heroes
-McDonald. The World in the Time of Alexander The Great
-Orgel. Ariandne, Awake!
-Talley. Plato's Journey
-Wroble. Kids in Ancient Greece
THEME A
ANCIENT
SOCIETIES
Teacher Reference:
-Coblence. The Human Story: Asian Civilizations
-McGhee. Canadian Arctic Prehistory
-Odijk. The Ancient World: The Greeks and The Vikings
-Trueman and Trueman. The Enduring Past: The Earliest Times to the Sixteenth Century
Teacher Guide:
Tradition and Change: The Jacaranda Press
Khan et al. People Through the Ages: Teacher Resource Binder

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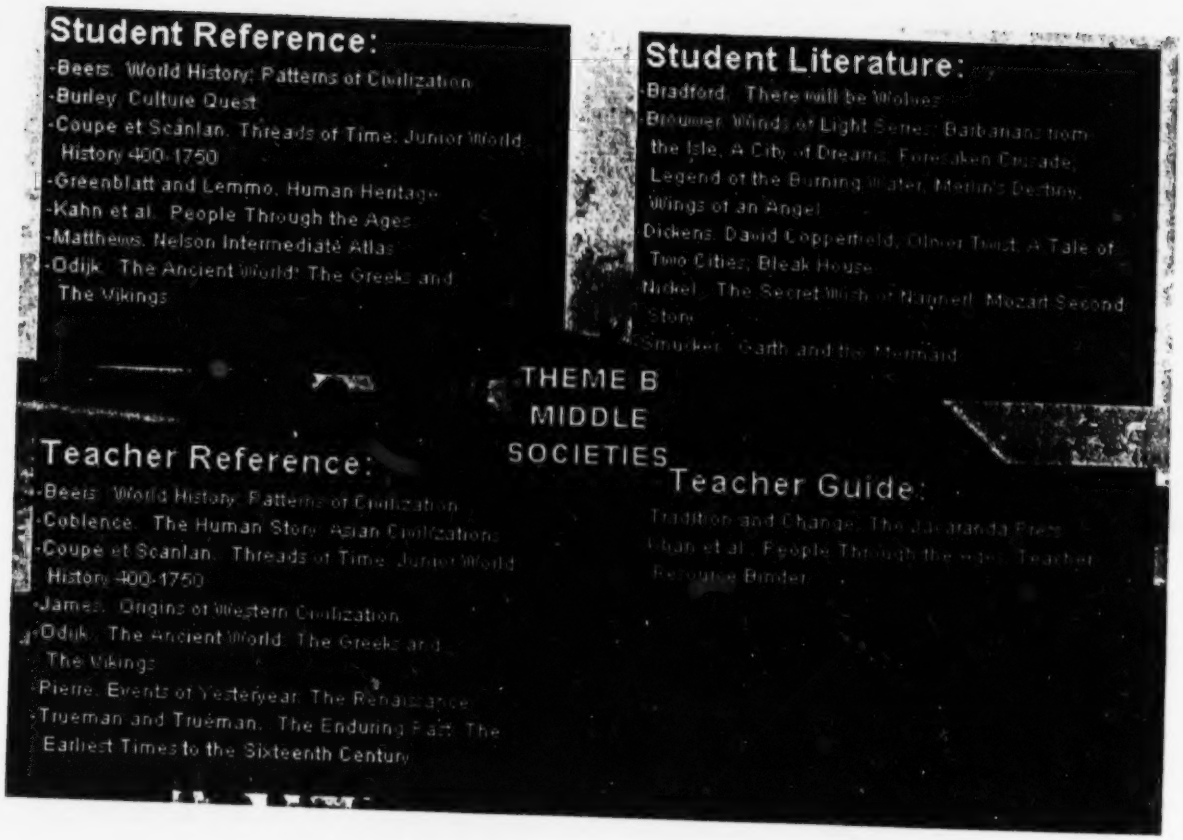
Theme B - Middle Societies


Student Reference:
-Beers. World History: Patterns of Civilization
-Burley. Culture Quest
-Coupe et Scanlan. Threads of Time: Junior World History 400-1750
-Greenblatt and Lemmo. Human Heritage
-Kahn et al. People Through the Ages
-Matthews. Nelson Intermediate Atlas
-Odijk. The Ancient World: The Greeks and The Vikings
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-Bradford. There will be Wolves
Brouwer. Winds of Light Series: Barbanans from the Isle, A City of Dreams, Forsaken Crusade, Legend of the Burning Water, Merlin's Destiny, Wings of an Angel
Dickens. David Copperfield, Oliver Twist, A Tale of Two Cities, Bleak House
Nickel. The Secret Wish of Nagheri Mozart Second Story
Smucker. Garth and the Mermaid
THEME B
MIDDLE
SOCIETIES
Teacher Reference:
-Beers. World History: Patterns of Civilization
-Coblence. The Human Story: Asian Civilizations
-Coupe et Scanlan. Threads of Time: Junior World History 400-1750
-James. Origins of Western Civilization
-Odijk. The Ancient World: The Greeks and The Vikings
-Pierre. Events of Yesteryear: The Renaissance
-Trueman and Truéman. The Enduring Past: The Earliest Times to the Sixteenth Century
Teacher Guide:
Tradition and Change: The Jacaranda Press
Khan et al. People Through the Ages: Teacher Resource Binder

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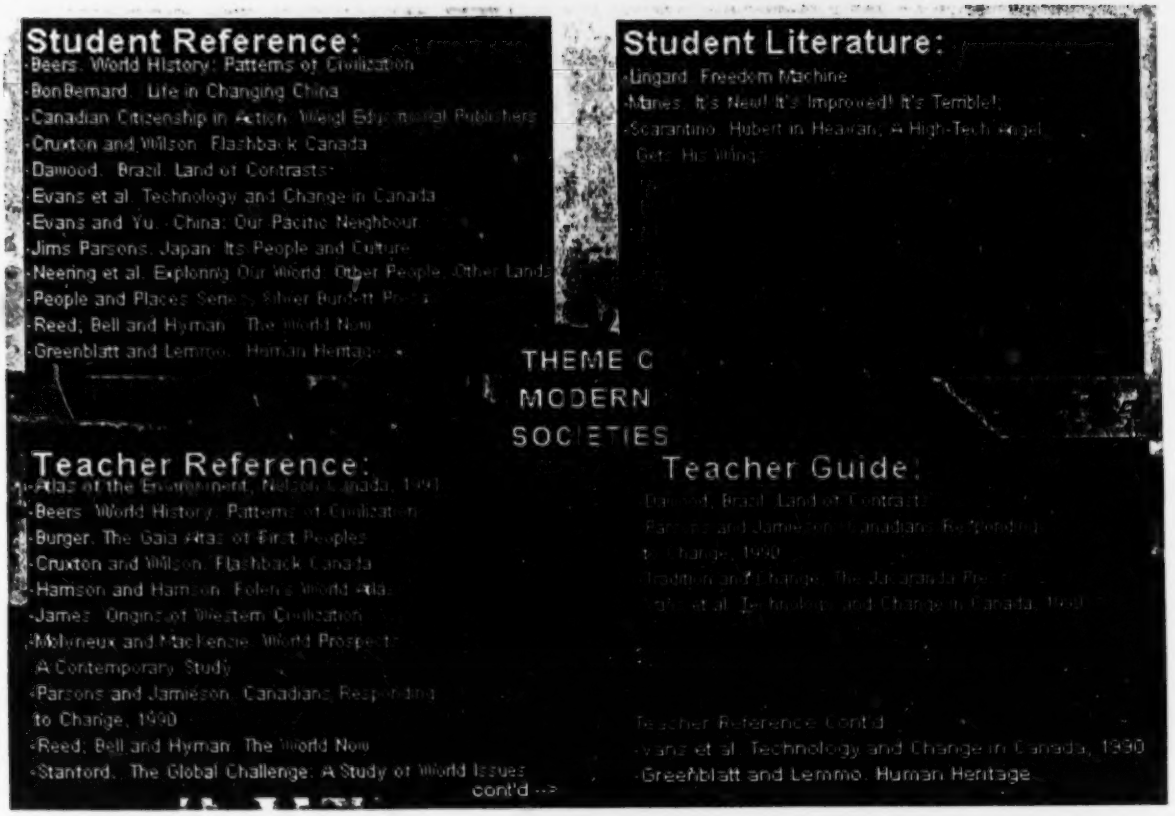
Theme C - Modern Societies


Student Reference:
-Beers. World History: Patterns of Civilization
-BonBernard. Life in Changing China
-Canadian Citizenship in Action. Weigl Educational Publishers
-Cruxton and Wilson. Flashback Canada
-Dawood. Brazil: Land of Contrasts
-Evans et al. Technology and Change in Canada
-Evans and Yu. China: Our Pacific Neighbour
-Jims Parsons. Japan: Its People and Culture
-Neering et al. Exploring Our World: Other People, Other Lands
-People and Places Series. Silver Burdett Press
-Reed; Bell and Hyman. The World Now
-Greenblatt and Lemmo. Human Heritage
Student Literature:
-Lingard. Freedom Machine
-Manes. It's New! It's Improved! It's Terrible!
-Scarantino. Hubert in Heaven: A High-Tech Angel Gets His Wings
THEME C
MODERN
SOCIETIES
Teacher Reference:
-Atlas of the Environment. Nelson Canada, 1991
-Beers. World History: Patterns of Civilization
-Burger. The Gaia Atlas of First Peoples
-Cruxton and Wilson. Flashback Canada
-Harrison and Harrison. Foley's World Atlas
-James. Origins of Western Civilization
-Molyneux and Mackenzie. World Prospects: A Contemporary Study
-Parsons and Jamieson. Canadians Responding to Change, 1990
-Reed; Bell and Hyman. The World Now
-Stanford. The Global Challenge: A Study of World Issues
cont'd -->
Teacher Guide:
Dawood. Brazil: Land of Contrasts
Parsons and Jamieson. Canadians Responding to Change, 1990
Tradition and Change. The Jacaranda Press
Evans et al. Technology and Change in Canada, 1990
Teacher Reference Contd
-Evans et al. Technology and Change in Canada, 1990
-Greenblatt and Lemmo. Human Heritage

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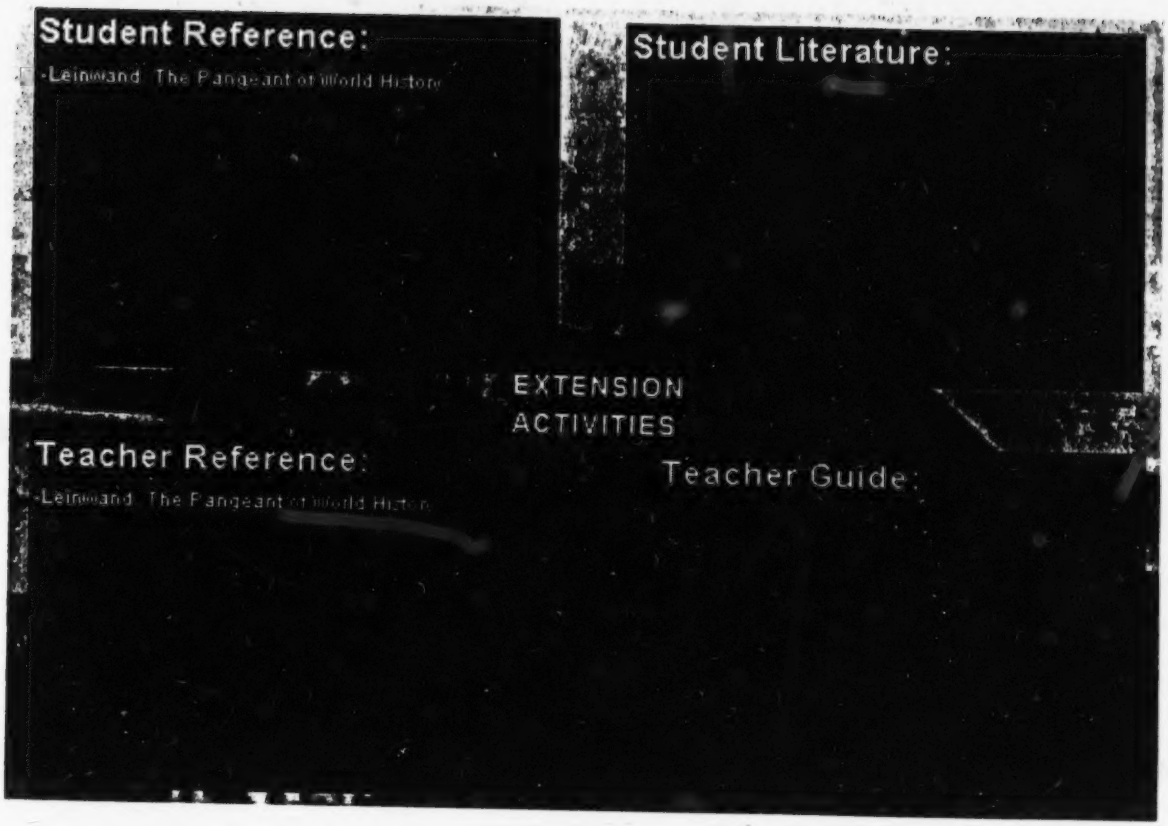
Extension Activities



Strand Nine: The Growth of Canada

STRAND 9 STRAND 8 STRAND 7

9.1 Theme One - Laying the Foundation

9.2 Theme Two - The Creation of Canada

9.3 Theme Three - Some International Links

9.4 Additional Resources for Strand Nine

9.5 Maps Related to the Evolution of Canada

Parliament buildings, Centre Block, Ottawa, Ontario,ca 1867

Parliament Buildings, Centre Block, Ottawa, Ontario, ca.1867

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9.1 Theme One - Laying the Foundation

9.1.1 Commentary on the Theme

9.1.2 Information on the Theme

9.1.3 Concepts Related to the Theme

9.1.4 Issues Related to the Theme

9.1.5 Activities Related to the Theme

9.1.1 Commentary on the Theme

Knowing the socio-political circumstances that existed in the northern part of the North American continent before the creation of Canada, students will then better understand and appreciate the nature of their homeland - the nation that was born out of those circumstances.

9.1.2 Information on the Theme

Many of the Aboriginal peoples of Canada call themselves the First Nations (the Indians' national political organization is called the Assembly of First Nations, or AFN). Anthropological and archeological evidence seems to indicate that Aboriginal peoples migrated to this area from Asia beginning more than twelve thousand years ago, although many First Nations' own various groups eventually established themselves in different regions of what is now called Canada. Each group or tribe was autonomous. Its people governed themselves according to practices that had evolved over hundreds or thousands of years. The groups related to one another as sovereign nations. Their political affairs were not unlike those of European nation-states, whose citizens they would soon encounter. The groups traded with one another, raided one another to acquire resources, took prisoners and kept slaves, warred with one another, made peace pacts, and entered alliances.

Alliances were often made for limited purposes and were intended to exist for only a limited

time. Some went beyond that, however. There are, for example, the interesting examples of the Blackfoot and Six Nations Confederacies. The Blackfoot Confederacy included the Blackfoot, Blood and Piegan, along with an unrelated, adopted tribe, the Sarcee. The more constitutionally complex Six Nations Confederacy (also called the Iroquois Confederacy, and originally the Five Nations), was made up of the Mohawk, Onondaga, Seneca, Oneida and Cayuga tribes, along with the late-joining Tuscaroras. It was established before the arrival of Europeans. Each member nation was governed by its own chiefs, and was generally free to determine its own affairs. The Confederacy Council confined itself to preserving the internal freedom of each nation, to maintaining peace among member nations, to ensuring free access to each other's hunting grounds, and to guaranteeing religious freedom.

This, and plenty of other sound evidence, makes it abundantly clear that Aboriginal peoples historically exercised and enjoyed self-government of various structures and styles. They were truly the First Nations on this continent.

(Note: for a fairly comprehensive listing of the First Nations that existed in northern North America before the birth of Canada, see 1.2.2 in Strand 7. Some First Nations' political leaders of this period whom the class might wish to study include the following: Thanadelther, Chipewyan, born circa 1700; Pontiac, Ottawa, born 1720; Thayendanegea (Joseph Brant), Matonabbee, Chipewyan, born circa 1736; Mohawk, born 1742; Tecumseh, Shawnee, born 1768; Shinguaconse, Ojibwa, born 1773; Edzo, Dogrib, born circa 1780; Akaitcho, Yellowknives, born circa 1786; Crowfoot, Blackfoot, born 1821; Mistahimaskwa (Big Bear), Cree, born 1825; Maquinna, Nootka, born 1835; Edeirbing, Baffin Inuit, born 1837; Qitdlarssuak, Pond Inlet Inuit; Pitikwahanapiwtyin (Poundmaker), Cree, born 1842; Louis Riel, Métis, born 1844)

As the years passed, the people of the working classes living in Upper and Lower Canada began to express their discontent with the rule of the elite. By 1837 this discontent had reached critical proportions and armed rebellions broke out. These were led by William Lyon Mackenzie in Upper Canada, and by Louis Joseph Papineau in Lower Canada. These uprisings were soon quelled and their leaders were forced to flee to the USA for their safety. The British government was compelled, however, to recognize that if it did not change the way it governed its remaining colonies, it would sooner or later lose them as well. So it sent Lord Durham out to the Canadas to study the situation.

Lord Durham recommended that the two Canadas be united as one colony. This was made possible with the passage of the Act of Union in 1840 and implemented in 1841. Upper Canada became known as Canada West in the united colony and Lower Canada became known as Canada East. Durham further recommended that the united colony should be granted responsible government, which meant that the Governor and his executive council should accept the will of the elected assembly, which after all was answerable to the people. Durham's recommendation was accepted by the British. They sent Lord Elgin out as Governor of the united colony, and he was given instructions to accept responsible government. He did this in effect when he signed the Rebellion Losses Bill in 1848, thus accepting a Bill that had been approved by the representative assembly but which was extremely unpopular with the previously powerful elite. Elgin was stoned and spat upon by the outraged aristocracy in protest of his

approval, but he stuck to his guns and government in Canada was never quite the same again.

By the middle of the nineteenth century a string both of organized British colonies, and of unincorporated British territory, spanned the area north of the United States of America. It was known in general as British North America. Vancouver Island had become a British colony in 1849. Mainland British Columbia was established as a colony in 1858. The two were united as one colony in 1866. There was Rupert's Land and the North-Western Territory governed by the Hudson's Bay Company, and there were also settlements in the Red River area of Manitoba. In addition, Canada, Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland all existed as independent colonies. Their institutions of government were becoming more sophisticated and more responsible to the electorate and less and less under the direct control of Britain. By the 1860s the stage was set for the creation of a new country, Canada, and for its future growth and development.

9.1.3 Concepts Related to the Theme

Autonomy

Autonomy is a condition in which one is able, and free, to operate by oneself without dependency on, or direction by, another. Despite the literal meaning of the term, however, in modern politics it is often used to refer to a subordinate political jurisdiction which is left free to run many of its own affairs within a sovereign state, but which is not itself a sovereign state. In fact, a so-called "autonomous republic" (or other autonomous region) remains subject in a number of ways to the power of the sovereign state it is a part of.

Colonialism

Colonialism is practiced by imperial powers. It is a condition where a nation conquers foreign lands and then uses its power to establish colonies of its own people in the conquered lands. It also uses its power to control the people of the conquered lands, extinguishing the latter's institutions of government, or manipulating them to suit its own interests. "Puppet" governments, comprised of well-treated, and therefore friendly nationals, are a favourite device used by imperial powers to control their colonies. These puppet governments are supported by the armed forces of the imperial power.

Imperialism

Imperialism is the establishment by a nation of an empire. The nation uses its power to conquer and impose its will on one or more foreign nations. The purpose is often to secure access to important resources, to open up new markets for the nation's products, to relieve population pressures by the establishment of colonies, to make transportation routes secure, or to increase military and economic security generally.

Sovereign

Sovereign means "having no superior". Independent nations are said to be sovereign because, having the force of arms, they are able to do largely what they want to do in their own domains. Their power is unchecked by any other body. In the modern world the sovereignty of nations is being limited to some small extent by the implementation of international agreements and international law. Limitations on sovereignty are not always effective, however, because there is not yet any encompassing and consistent means of enforcing the international will, even on the relatively few occasions where the rightness or wrongness of a particular circumstance seems to be agreed upon by a majority of nations. Each country is reluctant to set any precedent of intervention that might later be turned around to undermine its own sovereignty.

9.1.4 Issues Related to the Theme

Should Canada constitutionally recognize self-government for First Nations?

It has already been pointed out that First Nations have a history of self-government. They were treated as separate (if not sovereign) nations by the first Europeans to come to this continent, and continued to be so treated by successive British and Canadian governments. This status is confirmed by the evidence of signed treaties.

Today, some who are reluctant to differentiate on the basis of race or ethnicity would say that there is little reason for Aboriginal self-government. There is a considerable history, especially in the Northwest Territories, of Aboriginal and non-Aboriginal peoples living successfully together in a single society under a common public government. Further, it is noted, in an age that is fastidious about guaranteeing individual rights, that Aboriginal individuals throughout Canada presently enjoy in fullest measure the rights of citizenship.

This was not always so. In an earlier age in Canada Aboriginal peoples were herded onto reserves - reserves that often had inadequate economic resources - and at one point were compelled to get special permission to leave them. They were denied the right to drink alcohol, and, much more fundamentally, were denied the right to vote. They often lived, and in many cases still do live, in deprivation. Their enforced separation confirmed in the minds of many Aboriginal individuals that they were indeed a separate people and should continue to remain so - not remaining passive and compliant, however, but fighting for their dignity, freedom and prosperity. To them, self-government is part of the answer to their problems. With access to adequate resources, they believe they will be able to solve their problems themselves.

Establishing an Aboriginal self-government regime would certainly complicate the system of government in Canada, and possibly make it more costly. It might even further divide the people of Canada - or at least entrench divisions that already exist. Despite these possibilities, however, many Aboriginal people want self-government, and a majority of Canadians are willing to accept

it if it does not entail sovereignty and is not too costly. Further, the government of Jean Chretien has declared itself willing to begin immediately to negotiate self-government agreements with various Aboriginal peoples. In fact, the Mulroney government (1988-93) had already negotiated a self-government agreement with the Sechelt band in British Columbia, and formally declared its willingness to do so with the Gwich'in and the Sahtu people in the Northwest Territories. It therefore appears almost certain that Aboriginal self-government will become a reality across the nation in the years to come.

Whether or not the right to Aboriginal self-government should be entrenched in the constitution is an important issue. The attempt to do so was made when the Mulroney government negotiated a constitutional package called the Charlottetown Accord in 1992. But that accord was heavily defeated when it was put to a vote of the people in a referendum, and it was defeated by Aboriginal people in the same proportion as other Canadians. As a result of this defeat, the Chrétien government declared that it would not embark on constitutional change; it would concentrate on the economy. Further, it declared that the Aboriginal right to self-government is already recognized in Article 35 of the constitution. In this line of thinking, specific constitutional entrenchment of the right is therefore not needed. This does not sit well with Aboriginal leaders. Nevertheless, if they wish to realize self-government within the next few years, it appears they will have to do so without benefit of formal entrenchment.

It should be noted that rights can be satisfactorily guaranteed without specific mention in a constitution. No country in the world is more conscientious about free speech than Britain. It was to enjoy the British guarantee of free speech, for example, that the communist, Karl Marx, moved there in the 19th century. Yet Britain does not have a written charter that guarantees the right of free speech - it merely exists as a result of a firm, unwritten understanding and agreement among its people. Nevertheless, the British experience does not impress Aboriginal leaders. They feel they have too often been betrayed by government promises in the past, and they want the security of constitutional entrenchment. Rather than settle for something less now, they may prefer to wait until they get it.

9.1.5 Activities Related to the Theme

1. Have the class prepare a large wall map that provides information about the First Nations prior to the coming of Europeans, and, of course, prior to the present political boundaries: the names of the tribes, their locations, their populations, their political relationships.

2. Have each student research and report on the traditional form of government of a First Nation.

3. Have a group of students research and report on the relations between the Huron and the Iroquois prior to, and subsequent to, European contact.

4. Have a group of students research and report on the history and structure of the Blackfoot Confederacy or the Six Nations Confederacy.

5. Have each student research and report on an Indian or Inuit political leader - either historical or current - in what is now Canada.

6. Invite an Aboriginal political leader to class to speak on self-government.

7. Have students review a new/recent self government agreement (e.g. Yukon) and what's happening as First Nations try to implement them. Have the class research, then discuss, the historical pursuit and use of power by one or other of the First Nations: why and how political, military and economic power were generally acquired; what the acquired power was used to accomplish, and whether their power was always used in moral ways.

8. Have various groups of students research and report on British (or French) colonial initiatives: their resource and trade needs, their military conquests, their colonization policies and practices, their dealings with "subject" peoples, and whether their power was always used in moral ways.

9. Have the class create a large wall map showing the earliest European colonies in Canada: their locations, their dates of establishment, their sponsoring governments, the numbers and nature of the first people to inhabit them, their rates of growth until Confederation. Text should be added to explain the reasons for the founders having chosen particular locations.

10. Have various groups of students research and report on decisive conflicts between various First Nations, between the British and the Dutch, between the British and the French, between the British and the Americans.

11. Have a group of students report on the Proclamation of 1763 and analyze its importance to subsequent Canadian history.

12. Have a group of students report on the Quebec Act of 1774 and analyze its importance to subsequent Canadian history.

13. Have each student write an essay discussing whether William I yon Mackenzie (or Louis Joseph Papineau) was a good citizen.

9.2 Theme Two - The Creation of Canada

9.2.1 Commentary on the Theme

9.2.2 Information on the Theme

9.2.3 Concepts Related to the Theme

9.2.4 Issues Related to the Theme

Issue #1 Should Canadians weaken their Central Government in order to accomodate regionalism?

Issue #2 Should governments ever apologize and compensate for the policies of previous governments?

9.2.5 Activities Related to the Theme

9.2.1 Information on the Theme

Students should be helped to understand the creation of the nation of Canada as a specific

political act, by a specific group of people, at a specific time in history, arising out of, yet separate from, events that had created the social circumstances that existed in 1867. Therefore, while it was a significant event, it was not a natural event (it did not just happen; someone had to think it up), and it was not a necessary event (that is, it might not have taken place at all, or it might have taken place based on different principles, or it might have taken place involving different participants). This approach should help students to understand why Aboriginal peoples are not conventionally considered to be among the founding peoples of the nation of Canada, but also why they might yet be given a significant role in its ongoing development.

9.2.2 Information on the Theme

By 1866 a number of independent British colonies existed north of the United States of America. These were British Columbia, Canada, New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland. Each had its own history, its own lifestyle, its own institutions of government, its own Governor appointed by the British monarch, and thus its own direct link to Britain. The colonies were not linked together in any formal way, except for the fact that they were all British colonies.

There were some ardent nationalists in the young United States of America who said it was their "manifest destiny" to control the North American continent. Their aggressiveness made people in the British colonies uneasy. This unease was heightened when a huge American army was brought together to fight the American Civil War. Some British colonials had visions of that army being sent northward after the civil war to conquer them and their territory.

Concerned political leaders in the British colonies began to think it might be prudent to establish a formal association with other British colonies for mutual protection. The idea commended itself because it could possibly bring economic advantages to all the colonies as well, and it would undoubtedly lead in due course to greater independence from Britain. So the thought of creating a new federated nation - one that was more secure, more prosperous and more independent than any one of the individual colonies - was born.

The idea of creating a new nation originated in the colony of Canada. Its assembly heard of a meeting that was being planned in Charlottetown to consider a "Maritime Union" - that is, a union of the maritime colonies. The Canadian assembly proposed that the meeting be broadened to include representatives of all the central and eastern British colonies, and that the agenda focus on a larger union that included Canada. Lukewarm to the idea, the maritime governments nevertheless were willing at least to hear and discuss the Canadian proposal. [Note: no Aboriginal representatives were invited to participate in the meetings.] Delegates including John A. Macdonald, Georges-Etienne Cartier, and Alexander Galt were sent from Canada to Charlottetown in September, 1864. Their proposals for union were not greeted with great enthusiasm by the eastern delegates, but the creation of a larger union than that originally conceived by the maritime colonies did remain the focus of discussions. A further meeting was scheduled for Quebec City in the following month. Newfoundland decided not to proceed any further on the matter, and Prince Edward Island was sceptical.

The meeting in Quebec City in October, 1864, framed the principles that would become the focus of the confederation debates over the next couple of years. Newfoundland and Prince Edward Island were unenthusiastic about the proposal for confederation, although representatives from their two colonies continued to remain involved, many people in New Brunswick and Nova Scotia disliked the idea as well. They were suspicious of the union because they would have to yield some of their sovereignty to the newly proposed federal government - and they might well wind up being dominated by the Canadas in a federation. However, two

influential leaders, Charles Tupper from Nova Scotia and Leonard Tilley from New Brunswick, supported the idea and fostered it among their people. Despite very strong opposition from others such as the eloquent newspaper editor, Joseph Howe, the idea was eventually accepted, and these two colonies were committed to union with the Canadas.

Among those principles eventually accepted by all the remaining participants were the principles that Quebec should have special rights regarding the use of the French language, that it should be allowed to retain French civil law and to establish Catholic schools. It was also accepted by the associating colonies that Aboriginal people should fall under the jurisdiction of the soon-to-be-created federal government. First Nations and their governments were not givenany additional recognition or status in the constitution.

All the articles that had been agreed upon were carried to Britain where negotiations then took place with the British government. The final agreement was written up as an Act of the British parliament called the British North America Act, 1867 (BNA Act). [Note: This Act was renamed the Constitution Act, 1867, when Canada's constitution was patriated in 1982.]

This Act, passed March 29, 1867, was to become the constitution of the new country which would take the name, the "Dominion of Canada". [Note: the colony of Canada had relinquished its name so that the new nation could use it.] The BNA Act came into effect, and Canada came into being as a nation, on July 1, 1867. The new nation had four provinces: Ontario (formerly Canada West), Quebec (formerly Canada East), New Brunswick and Nova Scotia.

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9.2.3 Concepts Related to the Theme

Parliament buildings, Centre Block (view from western approach), Ottawa, Ontario, after 1880.

Confederation

Confederation is the word used to describe the joining together of British colonies to create the nation of Canada. The colonies, which became the provinces of the new country, kept important powers for themselves and had them entrenched in the constitution. They agreed to relinquish only limited, yet very significant, powers to the newly created national government. This constitutional division of powers between two levels of government is the key characteristic of a federation. Because Canada is a federation, the word "confederation" was adopted to describe the act of its formerly independent parts joining together to form one nation.

Immigration

Migration is the movement of peoples. Emigration is the movement of peoples away from their homelands in pursuit of new homes. Immigration is the movement of peoples into a new area where they intend to establish permanent residency. Immigration has been a feature of Canadian social policy almost from the founding of the nation. All non-Aboriginal people who live in Canada are either immigrants or are descended from immigrants. In fact, Aboriginal people can be considered to be immigrants as well, inasmuch as they are thought to have migrated from Asia in prehistoric times.

Political Regions

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Political regions are regions of a country which have boundaries based primarily on political considerations. Political considerations may, of course, take into account geographical, demographic, or other factors. Political regions may specifically be designated as autonomous regions, provinces, states, territories, counties or municipalities.

Treaty

A treaty is a solemn agreement struck, usually, between two sovereign entities - for peace, alliance, or economic cooperation. Treaties have a quasi-legal nature. Because they are negotiated by sovereign entities, there is often no independent means to enforce them. In these cases, if the terms of treaties are to be upheld, it is the good will of the signatories that will uphold them.

In Canada the word "treaty" has been used to describe solemn agreements reached between the Government of Canada and various Aboriginal peoples. The implication of using this word is that Aboriginal peoples were seen by the Government of Canada from the very beginning as having a special status, different from that of the ordinary body politic in Canada.

9.2.4 Issues Related to the Theme

Issue #1 Should Canadians weaken their central government in order to accommodate regionalism?

Canada was born out of regionalism. Some of the country's regions existed as independent political jurisdictions before the nation itself existed. They had their own history, their own government, their own lifestyle. When the country was created, the provinces retained jurisdiction over their own lands and resources (the federal government claims legal ownership of the land in the territories, as well as sovereignty over all the lands of the nation). Moreover, Canada is extremely large in area, and is very diverse in topography, climate, resources. This engenders a diversity of needs, interests and lifestyles. It seems that the land is too vast and too complex to be governed successfully by a single government. For all these reasons it is not surprising that there are some fairly strong tendencies toward regionalism in Canada.

Yet, in working toward Confederation, the founders deliberately created a strong central government. The federal government was given a power of disallowance over provincial legislation. It was given the residual power, which is the power to act upon whatever is not specifically named in the constitution as being a provincial power. It was given the power to tax by any manner or means, whereas provinces are limited to the power of direct taxation. It was given the power to expropriate provincial lands for projects vital to the national interest. All of this makes the intention of the founders clear: they wanted a federation in which the central, federal government had an edge in power over the provincial governments.

Neither the original independent status of the individual colonies on the one hand, nor the slight centralist bias given to the country by its founders on the other hand, need necessarily be a determining factor into the future. Surely present needs should decide the issue - yet these do not point either to any single, conclusive answer in the matter of whether we should move toward more or less regionalism. From the point of view of regionalists, our diverse peoples cannot get along if we are expected to conform too rigidly to a single pattern. Moreover, they say, contrary to the intentions of the founders, the federal government has become too powerful, particularly with its access to revenues that are actually needed to service unexpectedly expensive programs arising out of provincial jurisdictions such as education, health care, social services and highways. Meanwhile the federalists insist that regional politicians excessively exploit opportunities to criticize the federal government simply to win points with local voters. They believe we do not appreciate our country as much as we should; that despite occasional aggravations, Canadians are among the most fortunate people in the world. They feel that all of us must make greater efforts to take the grander view - to be considerate of the needs of other Canadians, to cooperate and to try to get along.

Whether the federal government should be weakened in order to accommodate regionalism cannot easily be answered. One thing in all of this seems clear though. If it is to be successful, any constitutional change that is proposed must be negotiated change no matter how tedious or how frustrating that process might be. Arbitrary and unilateral action will not work successfully for any length of time in a complex country like ours.

Issue #2 Should governments ever apologize and compensate for the policies of previous governments?

There are cases in Canada where individuals have clearly been dealt with unjustly by government as a result of unwarranted discriminatory policies. The best known case is that of Japanese Canadians during World War II. They were stripped of their major assets by the Canadian government: homes, farms, fishing boats and businesses. The people themselves were confined to detention camps. Their assets were sold at giveaway prices, and from the receipts were deducted any government assistance that had been given to them. All of this was done to them (they were citizens of Canada!) merely because they were of Japanese ancestry, and Japan was at war with Canada. There was never even any attempt to weigh the loyalty of individuals; in fact, not one of them was ever charged with disloyalty to Canada. They were condemned as a group based purely on prejudice and unfounded suspicions.

The Mulroney government did apologize and compensate in this case. A previous Trudeau government had declined to do so, believing it unwise of a government to try to rewrite history and redress the supposed wrongs of previous governments. People who agree with the Trudeau point of view raise many arguments in support. They say there are many different memories of historical events - many different perceptions of what occurred - and there is no way of determining absolutely who is right and who is wrong. Moreover, attitudes were different in previous ages because of differing circumstances, and conceptions of right and wrong concerning certain behaviour were different too. They say you can't fairly judge yesterday's actions by today's standards. They also say that any government trying to rewrite history by

redressing past injustices will find itself caught up in a never-ending trail of claims (for example, the Inuit have made a claim concerning the transfer of people from Arctic Quebec to Grise Fiord and Resolute Bay in the 1950's, and Chinese Canadians have made a claim concerning their treatment during and following the building of the Canadian Pacific railroad). Today's time and ingenuity and money, in their view, are better used to solve today's problems. If governments have learned lessons from the past, the best thing they can do to make amends is to apply the benefit of those lessons to future action.

Others would argue that, while it is true that what is right and what is wrong is not always clearly visible in some circumstances, it certainly is in others. They might cite the Japanese internment as a case in point. There are fundamental principles of justice, as well as principles of civil right, that have been agreed upon and endorsed in western societies for hundreds of years. These were clearly violated in dealing with the Japanese Canadians. War hysteria is the only excuse that can be offered in defence, and it is a weak one. The war was neither present nor pressing on the Canadian people and their government. The circumstances simply did not warrant precipitate, mass action. It seems in a case like this that a government ought to apologize and compensate. Perhaps all citizens should demand that it do so, lest the principle be established that a state has no moral accountability for its actions after the fact because a particular, former government has committed them. In this view, surely each successive government is the successor and heir to the consequences of action of previous governments as well as to the power and authority of the state. It is in the interests of every citizen to make certain that all citizens are treated justly by every Canadian government on every occasion.

This is not to say that every claim of injustice has merit and must be redressed. Each problem that is raised is different and must be reviewed and judged separately.

Nevertheless, the principle remains the same: if injustice can be clearly established, then something surely ought to be done to redress the situation. Wherever injustice is demonstrated, a practical argument recommends itself in favour of apology and compensation as well. The descendants of those treated unjustly will not forget what happened to their forebears. Their resentment will fester. The tranquility and stability of the state is bound to suffer until amends are made.

9.2.5 Activities Related to the Theme

1. Have students write a script and roleplay the arguments used to defend or attack the idea of confederation by the various parties at the Charlottetown conference.

2. Have the class make a large map showing the date, areas and peoples covered by each Aboriginal treaty.

3. Have students identify, chart and compare the special provisions made for French and

Native peoples in the constitution of Canada as well as in other definitive legislation and treaties.

4. Identify, chart and compare changes that French and Native peoples would still like to see in the constitution and in other definitive legislation.

5. Debate the issue of providing special rights and status for groups in Canada other than the French and Aboriginal peoples.

6. Have the class create a large wall map that illustrates the boundaries of Canada as it grows and changes from its birth in 1867 through to the creation of Nunavut in 1999.

7. Have each student write and deliver a speech that an Indian leader might have made at an earlier time in history lamenting the failure of the Fathers of Confederation to include Aboriginal peoples as founding peoples of this nation.

8. Have each student write and deliver a speech that an Aboriginal leader might make looking for rights and justice in Canada (or simply dramatize one that has actually been made already, current or historical).

9. Have the class make a chart showing the main powers that were given to the provinces and the federal government respectively in the BNA Act. Illustrate the information gained in a collage that separately depicts federal and provincial government jurisdictions.

10. Have each student write an essay discussing whether Louis Riel was a good citizen.

Summary of Differences

between community structures in the Northwest Territories

	Settlement	Settlement Corporation	Charter Community	Hamlet	Village	Town	City
Legal Status		Settlement Corporation	Municipal Corporation	Municipal Corporation	Municipal Corporation	Municipal Corporation	Municipal Corporation
Criteria for Status	Request or Minister's initiative	Minister satisfied residents desire it	Public request or Minister's initiative	Public request or Minister's initiative	Minimum assessment base of $10 Million. Council request or Minister's initiative	Minimum assessment base of $50 million. Council request or Minister's initiative	Minimum assessment ba of $200 millic Council reque Minister's initiative
Establishment	By Order	By Order, after consultation	By Order & Charter, after consultation & plebiscite	By Order	By Order	By Order	By Order
Council	(No provisions for elected council)	Elected under LAEA according to establishing Order	Elected under LAEA according to Community Charter	Elected under LAEA 2 year staggered terms	Elected under LAEA 3 year straight terms	Elected under LAEA 3 year straight terms	Elected under LAEA 3 year straight terms
Taxation	Property taxes paid to GNWT	Property taxes paid to GNWT	Property taxes paid to GNWT. Option to become Municipal Taxing Authority	Property taxes paid to GNWT. Option to become Municipal Taxing Authority	Municipal Taxing Authority, levies and collects property taxes	Municipal Taxing Authority, levies and collects property taxes	Municipal Ta Authority, lev and collects property taxes
Financial Authority	None	Budgeting, banking, charges for services. No lending, borrowing or making grants.	Budgeting, banking, charges for services, short term borrowing to 10% of revenues, grants up to 2% of expenditures. No lending.	Budgeting, banking, charges for services, short term borrowing to 10% of revenues, grants up to 2% of expenditures. No lending.	Budgeting, banking, charges for services, short term borrowing to 85% of revenues, long term borrowing to 10% of assessment base, grants to $5,000. No lending.	Budgeting, banking, charges for services, short term borrowing to 85% of revenues, long term borrowing to 20% of assessment base, grants to $5,000. No lending.	Budgeting, banking, char for services, s term borrowin 85% of reven long term borrowing to of assessment base, grants t $5,000. No lending.
By-laws		No by-law making powers	By-law making powers may be restricted by Charter	Full by-law making powers	Full by-law making powers	Full by-law making powers	Full by-law making powe
Funding	Minister's discretion	Negotiated	Formula funding for O&M. Capital funding on 5 year plan.	Formula funding for O&M. Capital funding on 5 year plan.	O&M and capital funding by property taxation. GNWT provides equalization payments	O&M and capital funding by property taxation. GNWT provides equalization payments	O&M and cap funding by property taxat GNWT provi equalizatio payments

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COMMUNITY STATUS - JANUARY 31, 1991

COMMUNITIES (No Legal Municipal Status)

1. Bathurst Inlet
2. Dettah
3. Jean Marie River
4. Kakisa Lake
5. Nahanni Butte
6. Nanisivik
7. Rae Lakes
8. Snare Lake
9. Snowdrift
10. Trout Lake
11. Tungsten
12. Wrigley

SETTLEMENTS

1. Colville Lake,	July 12, 1990
2. Fort Good Hope,	August 14, 1991

SETTLEMENT CORPORATIONS

1. Arctic Red River,	January, 1990
2. Enterprise,	July 1, 1988
3. Fort Resolution,	April 1, 1988

HAMLETS

1. Aklavik,	January 1, 1974
2. Arctic Bay,	July 1, 1976
3. Arviat,	December 1, 1977
4. Baker Lake,	April 6, 1977
5. Broughton Island,	August 31, 1979
6. Cambridge Bay,	April 1, 1984
7. Cape Dorset,	April 1, 1982
8. Chesterfield Inlet,	April 1, 1980
9. Clyde River,	July 1, 1978
10. Coppermine,	April 1, 1981
11. Coral Harbour,	April 1, 1972
12. Fort Franklin,	April 1, 1972
13. Fort Liard,	April 1, 1987
14. Fort McPherson,	November 1, 1986
15. Fort Norman,	April 1, 1984
16. Fort Providence,	January 1, 1987
17. Gjoa Haven,	April 1, 1981
18. Grise Fiord,	October 2, 1987
19. Hall Beach,	April 1, 1978
20. Holman,	April 1, 1984
21. Igloolik,	April 1, 1976
22. Lac La Martre,	April 1, 1986
23. Lake Harbour,	April 1, 1982
24. Pangnirtung,	April 1, 1972
25. Paulatuk,	April 1, 1987
26. Pelly Bay,	April 1, 1972
27. Pond Inlet,	April 1, 1975
28. Rae Edzo,	April 1, 1971
29. Rankin Inlet,	January 20, 1975
30. Repulse Bay,	July 1, 1978
31. Resolute Bay,	November 3, 1987
32. Sachs Harbour,	April 1, 1986
33. Sanikiluaq,	April 20, 1976
34. Spence Bay,	April 1, 1981
35. Tuktoyaktuk,	April 1, 1970
36. Whale Cove,	July 1, 1976

CHARTER COMMUNITIES

None

VILLAGES

1. Fort Simpson,	January 1, 1973; Hamlet - July 1, 1969
2. Norman Wells,	April 1, 1986; Hamlet - April 1, 1981; to become a Town - April 1, 1992

TOWNS

1. Fort Smith,	October 1, 1966; Village - L.A.D. - 1958
2. Hay River,	July 18, 1963; Village - 1953; Hamlet - 1949
3. Inuvik,	January 1, 1970; Village - April, 1967
4. Iqaluit,	October 1, 1980; Village - April 1, 1974; Hamlet - 1971
5. Pine Point,	April 1, 1974; Village - January 1, 1973; Hamlet - June 1, 1969 (technical designation only - town now abandoned.)

CITIES

1. Yellowknife,	January 1, 1970; Town - July 18, 1963; Municipal District - June 30, 1953; L.A.D. - December 18, 1939

Note - dates above indicate the date of incorporation

The above material on municipal governments (valid as of December, 1991) has been provided by the Department of Municipal and Community Affairs, Government of the Northwest Territories. The department's co-operation and help is gratefully acknowledged.

Back Theme II Home Forward

9.3 Theme Three - Some International Links

9.3.1 Commentary on the Theme

9.3.2 Information on the Theme

9.3.3 Concepts Related to the Theme

9.3.4 Issues Related to the Theme

Issue #1 Should Canada tie environmental practices to trade policies?

Issue #2 Should Canada develop closer ties with the USA?

9.3.5 Activities Related to the Theme

9.3.1 Information on the Theme

Once a nation becomes sovereign, it also becomes a participant in international affairs. It must determine and set its foreign policy so that it will have orderly relations with other sovereign nations. A new nation is not entirely free to pluck its foreign policy out of the air, for this policy is necessarily shaped by the nation's history, by its former relations, by its geographical location, by interests that it has in common with other nations, and so on. The foreign policy pudding is largely cooked using ready-made ingredients.

9.3.2 Information on the Theme

One measure of Canada's growth as a fully independent nation can be seen in the steps it has taken toward the objective of forging its own foreign policy.

In the early years following Confederation, Canada's foreign policy was very much shaped by Britain and by British interests. Canada was a part of the Empire and its successor, the Commonwealth. Its trade relations, and other international relations, were to quite a large extent pre-determined by the British connection. This fact is confirmed in Canada's participation in the Boer War and World War I. Neither of these conflicts was brought about by events that

threatened Canada's interests. Rather, Britain's interests (described as the Empire's interests) were at stake, and Canada was expected to help defend them. Indeed, because of the ties that bound the two countries, many Canadians of British origin were happy to defend them. But many Canadians of French origin were not. Conscription to support the war effort became a major issue that divided French and English Canadians during World War I.

Despite the internal controversy surrounding its participation, Canada's significant role in WW I was instrumental in winning the new nation a greater measure of independence. It took its own place at the peace talks following the war. Before long it was looking for the right of independent action from Britain in all but constitutional matters. This independence was gained when Britain passed the Statute of Westminster in 1931. This document established the theoretical right of the Dominions in the British Commonwealth to full legislative autonomy. And this autonomy was clearly and deliberately exercised when Canada waited one full week after Britain had declared war on Germany in 1939 in order to do so herself.

Britain's economy and its empire were both shaken by World War II. Although British ties with its old dominions were retained through the Commonwealth after the war, Britain of necessity turned its attention to a newly revitalized Europe to avoid the possibility of becoming isolated and impotent. Canada, economically, was more and more left to fend for itself.

In this vacuum, Canada began to forge closer ties and to strengthen its relations with the United States of America. Militarily and economically, the USA gradually became Canada's major associate. Today many Canadians would consider the USA to be Canada's main friend and ally. This development is not at all surprising, since the two countries have much in common. Both countries have their origins in British values and traditions. Both use English as a major language and share many other features of a common culture. Being in geographical proximity, both countries have many natural links. Commenting on this relationship, John Kennedy once said in a speech to the Canadian parliament: "Geography has made us neighbours, history has made us friends, economics has made us partners and necessity has made us allies."

Canapress Photo Service (F. Chartrand)

NAFTA signing, San Antonio TX, Oct 6, 1992

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The natural friendship of Canadians and Americans has been reflected in nearly 150 years of essentially peaceful relations. Disputes that have arisen have been resolved peacefully, by negotiation. This continuing friendship is also reflected in the world's longest undefended border. Canadians and Americans freely visit one another's countries without visas or passports.

Militarily the two countries are linked in NATO and NORAD. They are cooperating in building the North Warning System, and until recently they had an agreement to test American Cruise missiles over Canadian territory. Economically, the USA has long been Canada's largest trading partner by far. The two countries are linked together in an Auto Pact, in a bilateral Free Trade Agreement (FTA) and in the North American Free Trade Agreement (NAFTA) with Mexico. More informally, there is a constant and massive two-way flow of people and information in business, sport and vacation travel, and in radio, television, film and magazine productions.

Canada's relationship with the USA is not without its problems, however, even today. Trade issues constantly arise, whether over fish, or grain, or lumber for example. There is the issue of cross-boundary pollution, particularly acid rain. There is the issue of control over the Northwest Passage. As noted earlier, these and other similar issues have to date been solved peacefully, by negotiation. To solve such bilateral problems, Canada and the USA have often successfully resorted to a mechanism called the Joint Commission. Each Commission is made up of an equal number of representatives from each country, and often has a neutral chairman. The Commission collects the facts, examines them, and then makes a recommendation to the two countries. Often these recommendations are accepted, thus enabling the two countries to remain at peace. In the past Commission recommendations have been made with respect to boundaries, defence, trade, water and fisheries.

These Canadian links with the USA, our nearest neighbour, are a good place for students to begin their study of international relations.

9.3.3 Concepts Related to the Theme

Alliances

Nations, like individuals, need power in one or more of its many forms in order to be able to fulfil their needs. When they do not have adequate power to act successfully unilaterally, they attempt to join their power to that of one or more other nations to meet their needs. Naturally, they seek out nations that have either similar or complementary interests, so that both or all will benefit in some important way from their working together.

When the need in question is a security need, and there is an intention to combine military power, "alliance" is the word that is commonly used today to describe the resulting pact.

Free Trade

Throughout history, in most countries of the world, governments at one time or another have imposed taxes (called tariffs) on foreign goods entering their country. Their aim has sometimes been simply to raise revenue. Often the aim has been to make foreign goods more expensive in the expectation that citizens will then buy domestic products. This is a way of trying to protect local businesses and the jobs that those businesses yield. At the same time, however, this practice causes prices to consumers to be higher than necessary. It also protects inefficient businesses from competition. They then have no incentive to produce a range of high quality products at the lowest possible prices.

Free trade is a policy of removing protectionist tariffs on foreign goods entering a country. On the positive side, free trade does compel local businesses to become competitive and it does have the effect of lowering prices to consumers. It also has the incidental effect of fostering an international outlook. On the negative side, it can result in some local businesses being closed down (particularly those that are inefficient) and in some loss of jobs. Because neither the positive nor negative impacts are clearly predominant and easily identifiable, free trade has been a matter of dispute for hundreds of years. The issue has arisen in Canada's political history from time to time, and the political parties involved in the dispute have even changed their stances on the issue with the passage of years. For example, the Conservative Party which recently committed Canada to the Free Trade Agreement was once the party that authored the National Policy, a policy of protectionism in the latter half of the 19th century.

International Organization

An international organization can be defined as any organization that includes two or more nations in its structure. More commonly, however, it is taken to mean an organization that is open to all countries of the world, such as the United Nations (UN) , the World Health Organization (WHO) or International Civil Aviation Organization (ICAO).

International Trade

Trade that takes place across any national boundary can be called international trade. International trade is often embarked upon by businesses that want to expand the market for their goods and services after having largely satisfied the home market. International trade is conducted under laws imposed both by the exporting and importing countries. These laws may prohibit the international sale of certain strategic resources; they may prohibit the sale of certain strategic resources to certain countries that are deemed to be hostile in some way to the exporting country's interests; they may limit imports or exports; they may set conditions for import or export; and they may impose import or export tariffs. In recent years, there has been an international effort - through the General Agreement on Tariffs and Trade (GATT) talks - to challenge protectionism and to reduce barriers to international trade. This is done in the belief (some say mistaken) that freer trade in the long run will be beneficial to all individuals in all nations.

Peacekeeping

Peacekeeping is a new international phenomenon that arose with the creation of the United Nations. Under the sponsorship of the UN, troops are brought together from several countries to attempt to maintain peace in a situation where warring parties have at last reached a negotiated settlement but are unable to trust one another to observe the terms of the peace agreement. Canada has played an important role in peacekeeping efforts - it has participated consistently and effectively.

Some would like to see the UN become more aggressive in its activities directed toward peace. They would like it to intervene in wars - even in internal wars as it did in Korea - to try to impose a peace on the warring parties. Others believe that this is impractical because it does not solve the root problems of the conflict, and would also be unwise because peacekeeping countries might be thrust into taking sides, perhaps unfairly, in the absence of real knowledge of the issues. The UN's complex role in the former Yugoslavia is under scrutiny at the present time and may well help to determine the future of such efforts.

Undefended Border

Many borders in the world, where countries have been, or are, potentially hostile to one another, are defended by periodic fortifications, by the emplacement of troops, by border police with guard dogs and automatic weapons. An undefended border is one where the only officials along the border are customs officers at border crossing points, to ensure that travellers have appropriate accreditation, and to ensure that trade laws are being observed. Countries that trust one another, and that have peaceful relations with one another, prefer to have undefended borders for reasons of economy as much as for any other reason. Practicality - the length of the border, as well as the cost of defending it - makes it virtually impossible for any country completely to seal off its borders with other countries. The Communist government of East Germany did manage to do it for years between East and West Berlin, but this was within the confines of a single city.

Passport

A passport is a document issued by a government to one of its citizens who wishes to embark on international travel. It affirms that the carrier (whose picture is enclosed) is an accredited citizen of the issuing country. This document gives receiving countries more confidence in allowing foreigners to enter their country. They know they are bona fide visitors who have a homeland to return to. A passport also gives the carriers some assurance that they will receive the help of their country's emissaries in the foreign lands they visit if they should need it.

Visa

A visa is a permit that is issued by a receiving country that allows a foreigner the right to visit or a specified purpose and a specified period of time. Wherever visas are required, visitors cannot enter the country without one. There are many countries, however, that dispense with visa requirements for visitors from certain other preferred countries.

9.3.4 Issues Related to the Theme

Issue #1 Should Canada tie environmental practices to trade policies?

Pollution of the physical environment affects all human beings. When it gets into the water and into the air, it does not stop at international borders. The unwise use of resources such as the world's fisheries and forests can affect people internationally as well. These matters should therefore be a significant concern of all governments and all citizens.

In international relations, Canada must deal with sovereign nations that do not recognize any authority higher than themselves when it comes to dealing with activities inside their borders. If there are some nations that do not respect the environment, and do not sign accord that are intended to protect it, then it might be argued that some way must be found to pressure them to become more responsible. Tying the potential benefits of trade to their environmental practices is one form of leverage that can be used. President Clinton of the USA, for example insisted on linking a side agreement on environment to the North America Free Trade Agreement before he would ratify it.

Some people would argue that there should be no connection between a country's trade policies and what night be considered "moral" issues. They say that a country should simply pursue its own best interests in the matter of trade. There are too may similar issues of concern that might get drawn in as well: human rights, treatment of minorities, treatment of prisoners, and so on. If a nation once gets involved in being a moral policeman, where does it stop? These people say that if a country insists on being "right" on all such issues, and insists on attempting to compel other nations to act morally as well, that it could undermine its own position and economic strength, and thereafter be less able to have a significant impact for good in the world by its own practices and example.

If a nation is right to act in its own best interests then it must recognize that its own best interests do not lie entirely in short-term economic interests. Its interests also lie in a healthy environment. A seriously damaged environment will undoubtedly have significant implications for the health, prosperity and future well being of its citizens. It surely must take whatever steps it can to maintain a clean environment and ensure the prudent use of the world's resources. If that in turn means using whatever leverage it can to influence the environmental decisions of other nations, perhaps it should be willing to do so - even threatening to withhold trade where satisfactory environmental standards are not met.

Issue #2 Should Canada develop closer ties with the USA?

It must be first understood that Canada's present ties with the United States are very close already. The USA is our main military ally. It is our main source of imports and the main destination for our exports. The recently signed free trade agreements will have the effect of intermeshing our economics even more closely. The USA is our main international travel

destination. It is our main source of films, magazines and television entertainment. It is hard to see how we could develop even closer ties with the USA without becoming permanently linked in some formal way - as partners in a larger federation, perhaps adopting a common position in the conduct of foreign affairs.

It seems that most Canadians would not find the prospect of a permanent, formal relationship attractive. As mush as we wish to share in the American culture, and wish materially to extend the benefits of association with the USA as much as possible - and we do demonstrate the reality of these wishes regularly by voting our dollars and our TV tuners - we still wish to maintain our separate identity.

As Canadians, we see ourselves as being different from Americans - perhaps more tolerant of cultural variety, perhaps less prone to violence. If these are valid perceptions, perhaps the attitudes behind them spring from the events of our history. Canada was founded partly by a large group of people who had rejected the violence of the American Revolution - who were inclined to put up with grievances a little longer if necessary until peaceful solutions could be negotiated. And Canada was characterized from its birth by the need to reconcile the differing interests of "two founding nations", the French and the English.

People who hold to the idea that the Canadian identity is significantly different form the American identity, and wish to preserve it, have another reason for rejecting closer ties with the USA. They fear becoming completely overshadowed and dominated - even absorbed - by our powerful neighbor. They do not wish to become merely a state in the union. They do not wish to be subordinated to American foreign and military policy. They fear this latter development is possible whether Canada takes conscious steps to get closer or not.

Given the widespread Canadian desire for material prosperity and popular American culture on the one hand, and the right of independent action on the other, it seems most likely that for many years to come - as long as the American need for resources does not reach a critical stage - that the economies and cultures of our two countries will indeed become more completely integrated. But it also seems certain that Canadians will cling steadfastly to an independent political identity to independent political institutions and action. This latter status will not be compromised merely by the fact that Canada may often side with the USA on international issues. Common interests will quite naturally produce this result on many occasions.

9.3.5 Activities Related to the Theme

1. Have a group of students chart the main elements of Canadian history and the main elements of American history, and compare and contrast the two - with respect to the tolerance of differences, and with respect to the use of violence to advance goals.

2. In multimedia presentations, have groups of students identify and demonstrate the ways in which Canada is different from the USA today.

3. Have the class discuss the kinds of values Americans and Canadians seem to hold in common, and those which we differ on.

4. Pair up students and have them debate the merits of free trade.

5. Have each student prepare an illustrated essay which assesses the impact of American art, music, film, television or fashion on Canadian lifestyle and values.

6. Have the class research and assess the impact of the USA on the prosperity of Canadians.

7. Have groups of students assess and report on opportunities for Canadians in various American markets: cultural, scientific, economic, sports, etc..

8. Have groups of students analyze and report on areas of Canadian disagreement with American economic activity or foreign policy (political and military interventions).

9. Have groups of students analyze and report on incidents of Canadian-American cooperation in international affairs.

10. Pair students up and have them debate the proposition that Canada should seek to become a part of the United States of America.

REMINDER - Strand Nine focus for civics is on news stories that deal with the activities of the federal government.

9.4 Additional Resources for Strand Nine

This resource list is intended to be a dynamic document. If teachers know of a resource useful to the teaching of this strand that is not indicated here, please forward the bibliographical information with brief comments on how the resource is useful. New resource lists will be published as appropriate to reflect current materials available.

These can be sent to:

Social Studies Coordinator
Early Childhood and School Services
G.N.W.T.
P.O. Box 1320
YELLOWKNIFE, NWT
X1A 2L9

9.4.1 Resources for Strand Nine Civics

9.4.2 Resources for Strand Nine Social Studies

9.4.3 Literature Resources to Support the Integration of Social Studies and Civics with Language Arts

9.4.1 Resources for Strand Nine Civics

Baldwin and Odynak. Canada's Political Heritage: Conflict and Change; Weigl Educational Publishers Ltd., 1985

Campbell and Fretts. Canada in the World: Choosing a Role; Weigl Educational Publishers Ltd.; 1985

Clark and McKay. Canada Revisited: A Social and Political History of Canada to 1911; Arnold Publishing Ltd., 1992

Price, Legacy: Indian Treaty Relationship; Plains Publishing Inc., Edmonton, 1991

9.4.2 Resources for Strand Nine Social Studies

Primary Books

Burley and Latimer. A Geography of Canada and the United States. Arnold Publishing Ltd., Edmonton; 1990 - links Canada and the US geographically, common pollution problems, etc. - excellent for Theme C - has Teacher's Resource Package

Clark and McKay. Canada Revisited: A Social and Political History of Canada to 1911; Arnold Publishing Ltd., Edmonton; 1992 - excellent for Theme B - has Teacher's Manual as well

Garrod et al. Canada: Growth of a Nation; Fitzhenry and Whiteside Ltd., Toronto, 1981 - excellent for the social, historical and political science elements of this strand - Theme B - has a teacher's manual

Massey. Our Country, Canada. Ginn Publishing Canada Inc., 1992 - plus a Teacher's Resource Book - combines history and geography - includes Aboriginal people as it goes through the regions

Matthews. Nelson Canadian Atlas (also has teacher's edition). Nelson Canada; 1988 - excellent for teaching geography skills, also good informational support for the social/historical sections

Origins: A History of Canada; Boiteau et al, Fitzhenry and Whiteside; 1991 - Theme B - written in conjunction with TV Ontario video series (also available)

Student Resources for Students

Allen, Patricia. Metenpenagiag: New Brunswick's Oldest Village; Goose Lane, 1994 0-86492-139-X (Miramichi Micmac) RL6, IL 5-8

Baldwin and Odynak. Canada's Political Heritage: Conflict and Change; Weigl Educational Publishers Ltd., Edmonton; 1985 - has a teacher's guide - Theme B - excellent for civics content

Beattie, Owen and John Geiger. Buried in Ice; Douglas& McIntyre, 1989 1-55054-048-3 RL4, IL 4-9

Berton, Pierre. Adventures in Canadian History Series; McClellend RL 4, IL 4-7

Attack on Montreal, 1995 0-7710-1419-8

The Battle of Lake Erie; 1994 0-7710-1424-4
Bonanza Gold; 1991 0-7710-1432-5
Canada Under Siege; 1991 0-7710-1431-7
The Capture of Detroit; 1991 0-7710-1425-2
City of Gold; 1993 0-7710-1445-7
The Death of Issac Brock; 1991 0-7710-1426-0
The Death of Tecumseh; 1994 0-7710-1423-6
Dr. Kane of the Arctic Seas; 1993 0-7710-1446-5
Jane Franklin's Obsession; 1992 0-7710-1435-X
The Klondike Stampede; 1991 0-7710-1433-3
The Men in Sheepskin Coats;
Parry of the Arctic; 1992 0-7710-1434-1
A Prairie Nightmare;1992 0-7710-1440-6
The Railway Pathfinders
Revenge of the Tribes; 1991 0-7710-1429-5
Steel Across the Plains
Steel Across the Shield; 1994 0-7710-1422-8
Trails of '98; 1992 0-7710-1444-9
Trapped in the Arctic; 1993 0-7710-1447-3

Bliss. Confederation: A New Nationality; Grolier Ltd., Toronto; 1981

Bryan. Canada: A History to the Twentieth Century; Reidmore Books, Edmonton; 1993 - text and

Campbell and Fretts. Canada in the World: Choosing a Role; Weigl Educational Publishers Ltd., Edmonton; 1985 - good for Theme C - explains what foreign policy is, then deals with issues

Canada's Visual History; - slides from the NFB and McIntyre Media Ltd., Rexdale, ON

Canada: Symbols of Nationhood; Department of the Secretary of State of Canada - contains flags, name explanations, etc.

Canada: A Book of Maps; Edward Owen Ed.; Clare Educational Development Inc., North Vancouver; 1985 - an excellent student resource: Aboriginal peoples, trading posts, routes, etc. - Themes A and B

Canadian Oxford School Atlas; 6th Ed.; Oxford University Press, Toronto - some value for Canada's links

Canadian Native Peoples Series: The Huron; Corn Planters of the Eastern Woodlands; Kelly; Nelson Canada; 1986 - Theme B

Canadian Citizenship in Action; Weigl Education Publishers Ltd., Edmonton; 1992 - good for civics support

Canadiana Scrapbook Series; Prentice-Hall Canada Inc.; 1984 - includes: Canadian-American Relations

Canadians at Work, Pioneer Settlements in Canada 1763-1895; A Nation Launched, A Nation Beckons, Discovery and Exploration, Canada's Native people, Canada: Windows on the World, Multiculturalism

Canada's People, Les Canadiens: The French in Canada 1600-1867; etc. - an excellent student resource - Themes B and C

Cardinal and Ripley. Canada's People: The Métis; Plains Publishing Company Inc., Edmonton; 1987 - has a teacher's guide

Derry and Nash. GeoCanada; McGraw-Hill Ryerson Ltd. 1990 - Theme A

Early Peoples: Origins: A History of Canada; - a separate part of the earlier noted "Origin" series

Garrod. Confederation; Fitzhenry and Whiteside, Toronto; 1982

Gorrel, Gena K., North Star to Freedom: The Story of the Underground Railway; Stoddart, 1996 0-7737-2988-7 RL5, IL5+

Greenwood, Barbara, A Pioneer Story Kids Can (life of 1840 pioneer families), 1994 1-55074-128-4 RL4, IL3-8

Hannell and Harshman. Across Canada: Resources and Regions; John Wiley and Sons, Toronto; 1981

Theme A - detailed geography of Canada; - includes a teacher's manual and a student workbook

Hello Canada Series; (all provinces and territories except PEI; environmental studies, maps, photos, biographies, fun facts) Theme A

Hill. Trials and Triumphs: The Story of African Canadians; Umbrella-Press, Toronto; 1993 - perhaps for human geography, Theme A, or settlement, Theme B

Huntley. Canada: Immigrants and Settlers Gage Educational Publishing Company, Toronto; 1991

Jackdaw Folios (various, on Canadian history); Clarke, Irwin and Company Ltd.

Kalman, Bobbie, Historic Communities Series, Crabtree RL3-4, IL4-6

A Child's Day; 1994 0-86505-494-0
Children's Clothing of the 1800's; 1995 0-86505-480-0
Colonial Crafts; 1992 0-86505-511-4

Customs and Traditions; 1994 0-86505-515-7
18th Century Clothing; 1993 0-86505-492-4
Fort Life; 1994 0-86505-516-5
Games of Long Ago; 1995 0-86505-521-1
The Gristmill; 1990 0-86505-506-8
Home Crafts; 1990 0-86505-505-X
The Kitchen; 1990 0-86505-504-1
19th Century Clothing; 1993 0-86505-513-0
Old Time Toys; 1995 0-86505-520-3
A One Room School; 1994 0-86505-517-3
Settler Sayings; 1994 0-86505-518-1
Tools and Gadgets; 1991 0-86505-508-4
Visiting a Village; 1990 0-86505-507-4

Kenna, Kathleen, A People Apart, Somerville House, 1995 1-895897-59-9 (photo essay of Old Order Mennonites) RL4, IL all

Last et al. Canada: The Land and Its People. Gage Education Publishing Company, Toronto; 1985 - Themes A and C

Livesey and Smith. Discovering Canada: The Fur Traders. Stoddart Publishing Company Ltd., Toronto; 1989 - Theme B

Livesey, Robert and A.G. Smith. Discovering Canada: The Fur Traders. Stoddart, 1989 0-7737-5304-4

The Vikings. Stoddart, 19989 0-7737-5209-9

Lunn, Janet and Christopher Moore. The Story of Canada; Key Porter, 1996 1-895555-88-4 RL5

Marcotte. Ordinary People In Canada's Past. Arnold Publishing Company, Edmonton; 1990 - Theme B

Marcotte. Ordinary People in Alberta's Past. Arnold Publishing Ltd., Edmonton; 1993 - Theme B

Marshal, Ingeborg. The Beothuk of Newfoundland; Breakwater, 1989 0-920911-18-8 RL4 IL4-8

Massey. Canada: Its Land, Its People. Reidmore Pocol Enterprises Ltd., Edmonton; 1986 - Theme A

Merrit, Susan E. Her Story: Women of Canada's Past (before 1900); Vanwelli, 1995 1-55125-022-5 RL5 IL5+

Native Peoples and Explorers of Canada Series; Prentice-Hall Canada Inc.; 1986 - Theme B

Odynak. Early Canada.Weigl Educational Publishers Ltd., Edmonton; 1989 - Theme B

Omotani. Canada's Links; Plains Publishing Inc., Edmonton; 1991 - useful for Theme C

Owens, Ann-Maureen and Jane Yealland. Forts of Canada; Kids Can, 1995 1-55074-271-X(up to late 1800's, how built, fort life) RL6, IL4-8

Pard et al. The Peigan: A Nation in Transition. Plains Publishing Inc., Edmonton; 1985 - Theme B

Parry, Caroline. Eleanora's Diary; Scholastic, 1994 0-590-74096-2 (pioneer life in the 1830's) RL5, IL5-8

Price. Legacy: Indian Treaty Relationships. Plains Publishing Inc., Edmonton; 1991 - excellent resource for both students and teachers - excellent for civics component - Theme B

Ray, Arthur J. I Have Lived Here Since The World Began: An Illustrated History of Canada's Native People; Key Porter, 1996 1-895555-94-9 (Teacher Resource)

Schreiber et al. Alberta's Métis: People of the Western Prairie. Reidmore Books, Edmonton; 1988 - Theme B

We Are Canadians; Canadian Heritage Learning Resources; Queen's University, Kingston - this is a multimedia approach, and ongoing

Wernick, Morris. The Time Traveller Book of New France; RL4, IL3-7

Support Resources for Teachers

Cartwright and Pierce. Contact Canada. Oxford University Press, Toronto; 1987 - an excellent teacher resource - Themes A and C

Cruxton and Walker. Community Canada. Oxford University Press, Toronto; 1990

Cruxton and Wilson. Flashback Canada. Oxford University Press, Toronto; 1987

Dunlop. Towards Tomorrow: Canada in a Changing World. Harcourt Brace Jovanovich, Canada; 1987 - also a teacher's guide - Themes A and C

First People, First Voices; ed. Penny Petrone, University of Toronto Press, Toronto, 1983.

Garvin. Bushland People. Arctic Institute of North America; U of C; 1992 - perhaps for Theme A, human geography

Growth of a Nation Series; Fitzhenry and Whiteside; 1986 - has cameo booklets on many times/ places in Canada, including: Journeys of Exploration - very good for Theme B, but older - can be used by advanced students

Indian Oratory: Famous Speeches by Noted Indian Chieftains; compiled by W.C. Vanderwerth; University of Oklahoma Press, Norman Oklahoma; 1971

Matthews. Nelson World Atlas. Nelson Canada; 1991

Matthews and Morrow. Canada and the World: An Atlas Resource. Prentice-Hall Canada Inc.; 1985 - text and Teacher's Guide

McGhee. Canadian Arctic Prehistory. Canadian Museum of Civilization; 1990 - Theme B

McInnis. Canada: A Political and Social History. Holt, Rinehart and Winston of Canada Ltd.; 1982

Morse. Fur Trade Canoe Routes of Canada: Then and Now. University of Toronto Press; 1969

Symbols of Nationhood; The Secretary of State, Ministry of Supply and Services, Canada, 1991 - all themes

Periodicals - Other Aids - Films and Videos - Mapping Canada

Periodicals

The Beaver: Exploring Canada's History; 450 Portage Avenue, Winnipeg, Manitoba R3C 0E7 - 6 issues per year

Canadian Geographic; The Royal Canadian Geographic Society, 488 Wilbrod Street, Ottawa ON K1N 6M8

Horizon Canada: A New Way to Discover the History of Canada; 531 Deslauriers Street, Office 444 Saint- Lauren, Quebec H4N 1W2

Other Aids

Our Home and Native Land; National Film Board; 1989 - a catalogue of video and film "for Aboriginal Canadians"

Films and Videos

Canada - The Great Experiment Series -14 programs - each 30 minutes - hosted by Canada's first Prime Minister, John A. Macdonald (played by Colin Fox) - TV Ontario

The Canada Series II: Soverignty; Basement Suite (Creative Thinking); The Birch River Campaign (Citizenship Participation); Canada's Relationship With the Rest of the World; I.D. Canada (Identity) - each 15 minutes - TV Ontario

Mapping Canada

Origins - A History of Canada Series: A New World; The First Nations; Lost Civilizations; The First Europeans; The Treasure Hunt; The Key to Canada; God and Mammon; Partners in Trade; Displaced Persons; Empire Builders; Balance of Power; The Fall of New France; The Parting of the Ways; Struggle for Survival; Growing Pains; Forming a Nation - each 30 minutes - TV Ontario

Reckoning - The Political Economy of Canada Series: At the Crossroads; In Bed With an Elephant; Riding the Tornado; The Rise and Fall of American Business Culture; Shift Change - each 30 minutes - National Film Board

To obtain addresses for audiovisual aids, refer to Strand Seven, "Other Aids".

9.4.3 Literature Resources to Support the Integration of Social Studies and Civics with Language Arts

Theme A - Geography

Theme B - History to the Twentieth Century

Theme C- International Connection

Theme A - Geography (Political, Physical, Human, Economic)

RL = Reading Level IL = Interest Level

Fiction

Lottridge, Celia. Ticket to Curlew; Groundwood, 1992 0-88899-163-0 (Alberta prairie, 1915) RL5, IL3-7

Picture Books

Carrier, Roch. A Happy New Year's Day; Tundra, 1991 0-88776-267-0 (small Quebec village) RL4, IL1-5

Davidge, Bud. The Mummer's Song; Groundwood, 1993 0-88899-178-9 (Christmas in rural Newfoundland) RL2, IL all

Jam, Teddy. The Year of the Fire Groundwood; 1992 0-88899-154-1 (maple sugar camp, grandfather's past) RL3, IL2-5

McGugan, Jim, Josepha, A Prairie Boy's Story; Red Deer College Press, 1995 0-88995-142-X (emigre pioneers) RL3, IL all

Reynold's, Marilynn. Belle's Journey; Orca, 1994 1-55143-021-5 (prairies, 1920's) RL3, IL1-4

Theme B - History to the Twentieth Century

RL = Reading Level IL = Interest Level

Fiction History Biography Picture Books Anthologies Videos CD Roms

Fiction

Barkhouse, Joyce. Yesterday's Children; Lancelot, 1993 0-88999-522-2 (Canadian adventure stories set in the past) RL5

Brandis, Marianne. Rebellion: A Novel of Upper Canada; Porcupine Quill, 1996 0-88984-175-6 (1837, teen finds work in Toronto paper mill) RL5, IL 7+

Buffie, Margaret. My Mother's Ghost; Kids Can, 1992 1-55074-091-1 (Alberta ranch, past and present) RL6, IL6-10

Choyce, Lesley. Wrong Time, Wrong Place; Formac, 1991 0-88780-340-7 (Halifax, black heritage) RL5, IL5-8

Clark, Joan. The Dream Carvers; Penguin, 1995 0-670-85858-7

(Osweet of Newfoundland capture Greenlandic boy) RL5, IL5-9

Edwards, M.B. The Ocean Between; Napoleon, 1993 0-929141-19-9 (1874, family leaves France for Canada) RL6, IL5-8

Horne, Constance. Trapped by Coal; Pacific Educational, 1994 0-88865-091-4 (1916, BC mining family) RL5, IL3-7

Hutchins, Hazel. Within a Painted Past; Annick, 1994 1-55037-989-5 (Canmore, 1800s, mining) RL5, IL4-6

Ibbitson, John. 1812: Jeremy and the General; (Brock, York) RL6, IL7-12

Katz, W.W. Out of the Dark; Groundwood, 1995 0-88899-241-6 (boy imagines he is a Viking

shipbuilder) RL7, IL7-12

Lawson, Julie. White Jade Tiger; Beach Holme, 1993 0-88878-332-9 (Chinatown, 1880s) RL6, IL6-12

MacDonald, T. The Time of the Wolf; Maxwell Macmillan, 1994 0-02-954255-3 (1800s) RL5, IL5-8

Montgomery, L.M. Anne of Green Gables; Seal 0-7704-2205-5

Anne of Avonlea; Seal 0-7704-2206-3 RL4-6

Richards, David. Soldier Boys; Thistledown, 1993 1-895449-34-0 (two teens, 1885 Riel Rebellion) RL5, IL5

Silverthorne, Judith. The Secret of Sentinel Rock; Coteau, 1996 1-55050-103-8 (pioneers first settle prairies) RL4, IL4-9

Smucker, Barbara. Underground to Canada; Penguin, 1978 0-14-031122-X (slave underground railway) RL5, IL5-11

Spalding, Andrea. Finders Keepers; Beach Holme, 1995 0-88878-359-0 (Peigan and non-native boy find 8,000 year old arrowhead) RL6, IL6-9

Spencer, Anne. The Memory Book; Key Porter, 1995 1-55013-711-5 (wooden schooners, Nova Scotia) RL4, IL4

Taylor, Cora. Ghost Voyages; Scholastic, 1992 0-590-74058-X (time traveller goes back to voyages of the Northcote and the Nonsuch) RL5, IL4-8

History

Allen, Patricia. Metepenagiag: New Brunswick's Oldest Village; Goose Lane, 1994 0-86492-139-X (Miramichi Micmac) RL6, IL5-8

Beattie, Owen and John Geiger. Buried In Ice; Douglas & McIntyre, 1989 1-55054-048-3 RL4, IL4-9

Berton, Pierre. Adventures in Canadian History Series; McClelland RL4, IL4-7

Attack on Montreal; 1995 0-7710-1419-8

The Battle of Lake Erie; 1994 0-7710-1424-4

Bonanza Gold; 1991 0-7710-1432-5

Canada Under Siege; 1991 0-7710-1431-7

The Capture of Detroit; 1991 0-7710-1425-2

City of Gold; 1993 0-7710-1445-7

The Death of Isaac Brock; 1991 0-7710-1426-0

The Death of Tecumseh; 1994 0-7710-1423-6

Dr. Kane of the Arctic Seas; 1993 0-7710-1446-5

Jane Franklin's Obsession; 1992 0-7710-1435-X

The Klondike Stampede; 1991 0-7710-1433-3

The Men in Sheepskin Coats;

Parry of the Arctic; 1992 0-7710-1434-1

A Prairie Nightmare; 1992 0-7710-1440-6

The Railway Pathfinders

Revenge of the Tribes 1991 0-7710-1429-5

Steel Across the Plains

Steel Across the Shield 1994 0-7710-1422-8

Trails of '98 1992 0-7710-1444-9

Trapped in the Arctic 1993 0-7710-1447-3

Boulton, Marsha, Just A Minute: Glimpses of our Great Canadian Heritage Little, Brown, 1994 0-316-10369-1 RL7, IL5+

Gorrell, Gena K., North Star to Freedom: The Story of the Underground Railway Stoddart, 1996 0-7737-2988-7 RL5, IL5+

Greenwood, Barbara, A Pioneer Story Kids Can, 1994 1-55074-128-4 (life of 1840 pioneer family) RL4, IL3-8

Hill, Lawrence, Trials and Triumphs: The Story of African Canadians RL6, IL6-9

Kalman, Bobbie, Historic Communities Series Crabtree RL3-4, IL4-6

A Child's Day 1994 0-86505-494-0

Children's Clothing of the 1800's 1995 0-86505-480-0

Colonial Crafts 1992 0-86505-511-4

Customs and Traditions 1994 0-86505-515-7

18th Century Clothing 1993 0-86505-492-4

Fort Life 1994 0-86505-516-5

Games From Long Ago 1995 0-86505-521-1

The Gristmill 1990 0-86505-506-8

Home Crafts 1990 0-86505-505-X

The Kitchen 1990 0-86505-504-1

19th Century Clothing 1993 0-86505-513-0

Old Time Toys 1995 0-86505-520-3

A One-Room School 1994 0-86505-517-3

Settler Sayings 1994 0-86505-518-1

Tools and Gadgets 1991 0-86505-508-4

Visiting a Village 1990 0-86505-507-6

Kenna, Kathleen, A People Apart Somerville House, 1995 1-895897-59-9 (photo essay of Old Order Mennonites) RL4, IL all

Livesey, Robert, Discovering Canada Series Stoddart RL5, IL4-6

The Defenders 1994 0-7737-5665-5
The Native Peoples 1993 0-7737-5602-7
New France 1990 0-7737-5341-9
Livesey, Robert and A.G. Smith, The Fur Traders Stoddart, 1989 0-7737-5304-4
The Vikings Stoddart, 1989 0-7737-5209-9

Lunn, Janet and Christopher Moore. The Story of Canada; Key Porter, 1996 1-895555-88-4 RL5

Marshall, Ingeborg. The Beothuk of Newfoundland; Breakwater, 1989 0-920911-18-8 RL4, IL4-8

Merritt, Susan E. Her Story: Women from Canada's Past; Vanwell, 1995 1-55125-022-5 (before 1900) RL5, IL5+

Owens, Ann-Maureen and Jane Yealland. Forts of Canada; Kids Can, 1995 1-55074-271-X (up to late 1800s, how built, fort life) RL6, IL5+

Parry, Caroline. Eleanora's Diary; Scholastic, 1994 0-590-74096-2 (pioneer life in the 1830s) RL5, IL4-8

Ray, Arthur J. I Have Lived Here Since The World Began: An Illustrated History of Canada's Native People; Key Porter, 1996 1-895555-94-9 (Teacher Resource)

Wernick, Morris. The Time Traveller Book of New France; RL4, IL3-7

Biography

Bruce, Harry. Maud: The Life of L.M. Montgomery; Seal, 1994 0-7704-2559-3 RL5

Grant, Agnes. James McKay: a Métis Builder of Canada; Pemmican, 1994 0-921827-38-5 (son of immigrant trader and Métis mother, Manitoba) RL6, IL7+

Sadlier, Rosemary. Leading the Way: Black Women in Canada; Umbrella, 1994 1-895642-11-6 RL6

Sterling, Shirley. My Name Is Seepeetza; Groundwood, 1992 0-88899-165-7 (Coast Salish, residential school) RL6, IL5-8

Yee, Paul. Struggle and Hope: Chinese in Canada; Umbrella, 1995 1-895642-14-0 (since 1858 to present) RL6, IL5+

Picture Books

Bouchard, Dave. The Elders Are Watching; (view of colonization) RL4, IL4+

King, Thomas. A Coyote Columbus Story; Groundwood, 1992 0-88899-155-X (view of colonization) RL3, IL3-adult

Kusugak, Michael. Northern Lights: The Soccer Trails; Annick, 1993 1-55037-338-2 RL2, IL1-5

Manson, Ainslie. A Dog Came Too; Groundwood, 1993 0-88899-187-8 (1793, Alexander Mackenzie) RL3, IL1-4

Mills, Judith C. The Stonehook Schooner; Key Porter, 1995 1-55013-719-0 RI2, ILpre-2

Smucker, Barbara. Selina and the Bear Paw Quilt; Stoddart, 1996 0-7737-5837-2 (1860's, Mennonite girl flees to Canada) RL3, IL1-4

Valgardson, W.D. Sarah and the People of Sand River; Groundwood, 1996 0-88899-255-6 (northern Manitoba Icelandic immigrants and native people) RL4, IL2+

White, Jacquelinne. Coyote Winter; Stoddart, 1991 1-895555-14-0 (prairie Hutterite school) RL2, ILpre5

Yee, Paul. Roses Sing on New Snow Groundwood, 1991 0-88899-217-3 (Vancouver Chinatown) RL3, IL1-5

Ghost Train; Groundwood, 1996 0-88899-257-2 (Chinese building CPR in the Rockies) RL4, IL3+

Anthologies

Ahenakew, Freda, et al ed. Native Voices; McGraw, 1993 0-07-551448-6 RL9

Roman, Trish, ed. Voices Under One Sky; Nelson, 1993 0-17-603979-1 RL9

Video

Duncan Campbell Scott: The Poet and the Indians (spearheaded an assimilation program) IL7+

Hands of History; (women artists) IL8+

Lacrosse: The Creator's Game; IL6+

Race to Freedom: The Underground Railroad; IL5-11

Speak It!: From the Heart of Black Nova Scotia; (black students in a predominantly white high school discover heritage) IL6+

Tom Alone; Canada's Allstar Series. Atlantis Films, 1990. Distributed by Magic Lantern Communications. 90 minutes. (1800s boy travels west in search of father) IL5-9

The Village of Thirty Centuries; (Micmac village on the Miramichi, Metepenagiag) IL6+

CD ROM

Making History: Louis Riel and the Northwest Rebellion of 1885 (documentary and pictorial, teacher's guide)

Theme C - International Connection

RL = Reading Level IL = Interest Level

Kusher, Donn, The Night Voyagers; Stoddart, 1995 1-895555-69-8 (Central American family flees to Canada) RL6, IL 5-9

Wiseman, Eva. A Place Not Home; Stoddart, 1996 0-7737-5834-8 (family flees Hungary after the revolution to live in Montreal) RL 5, IL 4-

9.4.4 Ready Referenced Resources

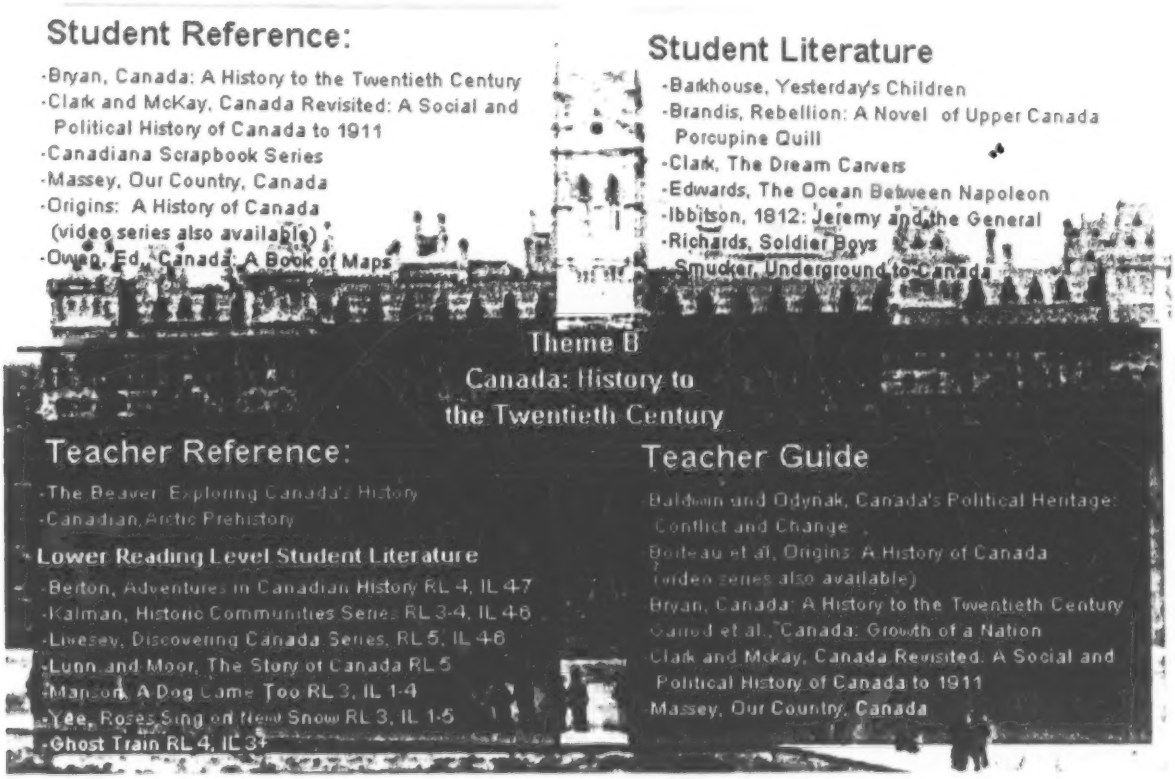
Theme A: Geography of Canada

Theme B: Canada: History to the 20th Century

Theme C: Canada: International Connections

Theme D: Extension Activities

Theme A:Geography of Canada


Student Reference:
-Bryan, Canada: A History to the Twentieth Century
-Clark and McKay, Canada Revisited: A Social and Political History of Canada to 1911
-Canadiana Scrapbook Series
-Massey, Our Country, Canada
-Origins: A History of Canada (video series also available)
-Owen, Ed, Canada: A Book of Maps
Student Literature
-Barkhouse, Yesterday's Children
-Brandis, Rebellion: A Novel of Upper Canada Porcupine Quill
-Clark, The Dream Carvers
-Edwards, The Ocean Between Napoleon
-Ibbitson, 1812: Jeremy and the General
-Richards, Soldier Boys
-Smucker, Underground to Canada
Theme B
Canada: History to the Twentieth Century
Teacher Reference:
-The Beaver Exploring Canada's History
-Canadian Arctic Prehistory
Lower Reading Level Student Literature
-Berton, Adventures in Canadian History RL 4, IL 4-7
-Kalman, Historic Communities Series RL 3-4, IL 4-6
-Livesey, Discovering Canada Series, RL 5, IL 4-6
-Lunn and Moor, The Story of Canada RL 5
-Manson, A Dog Came Too RL 3, IL 1-4
-Yee, Roses Sing on New Snow RL 3, IL 1-5
-Ghost Train RL 4, IL 3+
Teacher Guide
Baldwin and Odynak, Canada's Political Heritage: Conflict and Change
Boileau et al, Origins: A History of Canada (video series also available)
Bryan, Canada: A History to the Twentieth Century
Cameron et al., Canada: Growth of a Nation
Clark and McKay, Canada Revisited: A Social and Political History of Canada to 1911
Massey, Our Country, Canada

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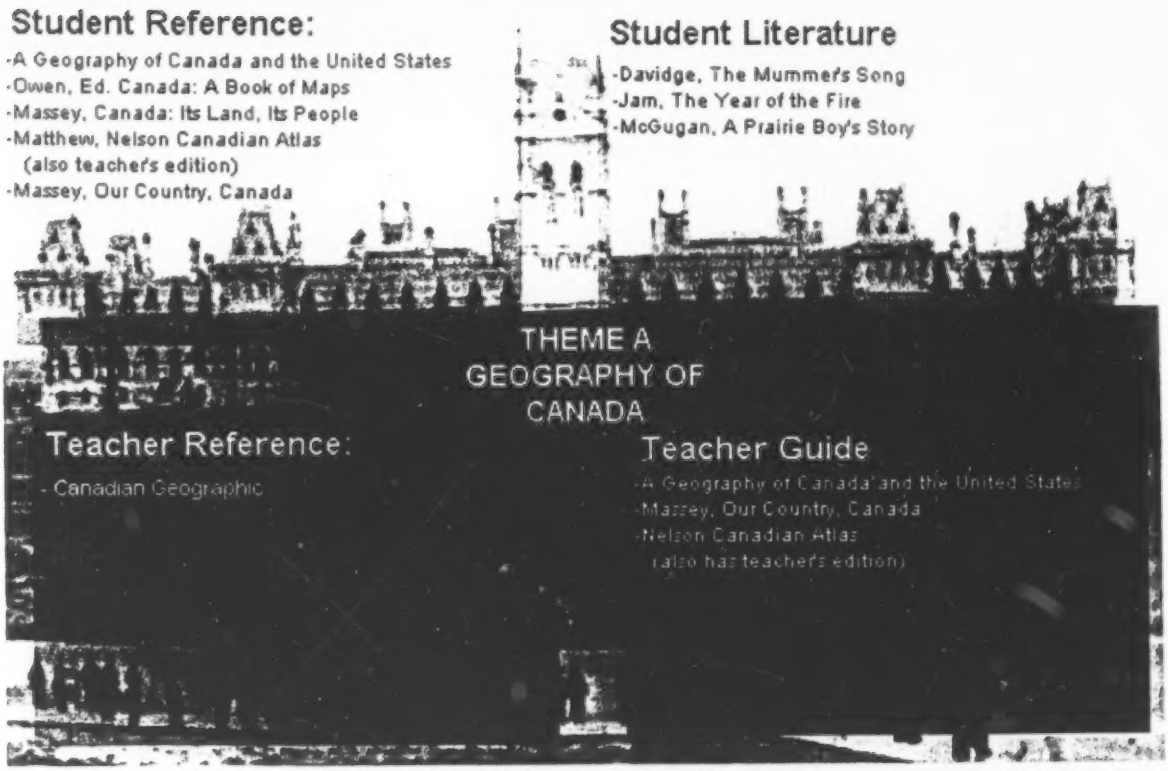
Theme B: Canada: History to the 20th Century



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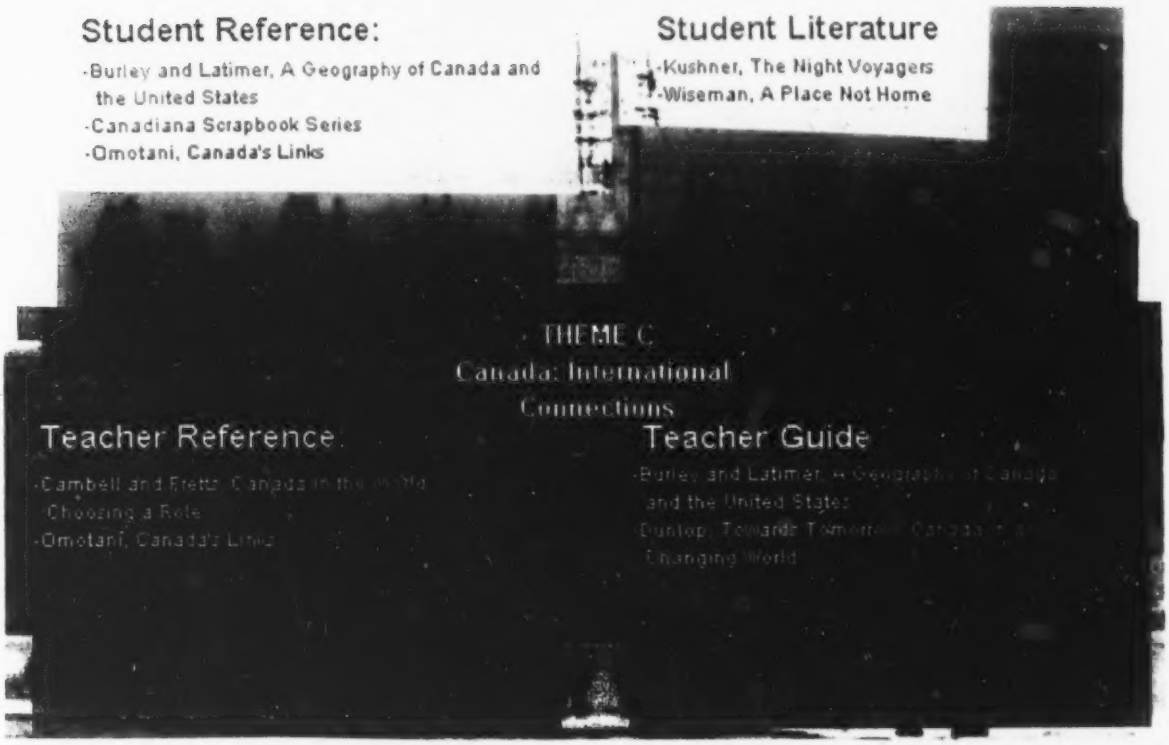
Theme C: Canada: International Connections


Student Reference:
-Burley and Latimer, A Geography of Canada and the United States
-Canadiana Scrapbook Series
-Omotani, Canada's Links
Student Literature
-Kushner, The Night Voyagers
-Wiseman, A Place Not Home
THEME C
Canada: International Connections
Teacher Reference
-Cambell and Fretz, Canada in the World: Choosing a Role
-Omotani, Canada's Links
Teacher Guide
-Burley and Latimer, A Geography of Canada and the United States
-Dunlop, Towards Tomorrow: Canada in a Changing World

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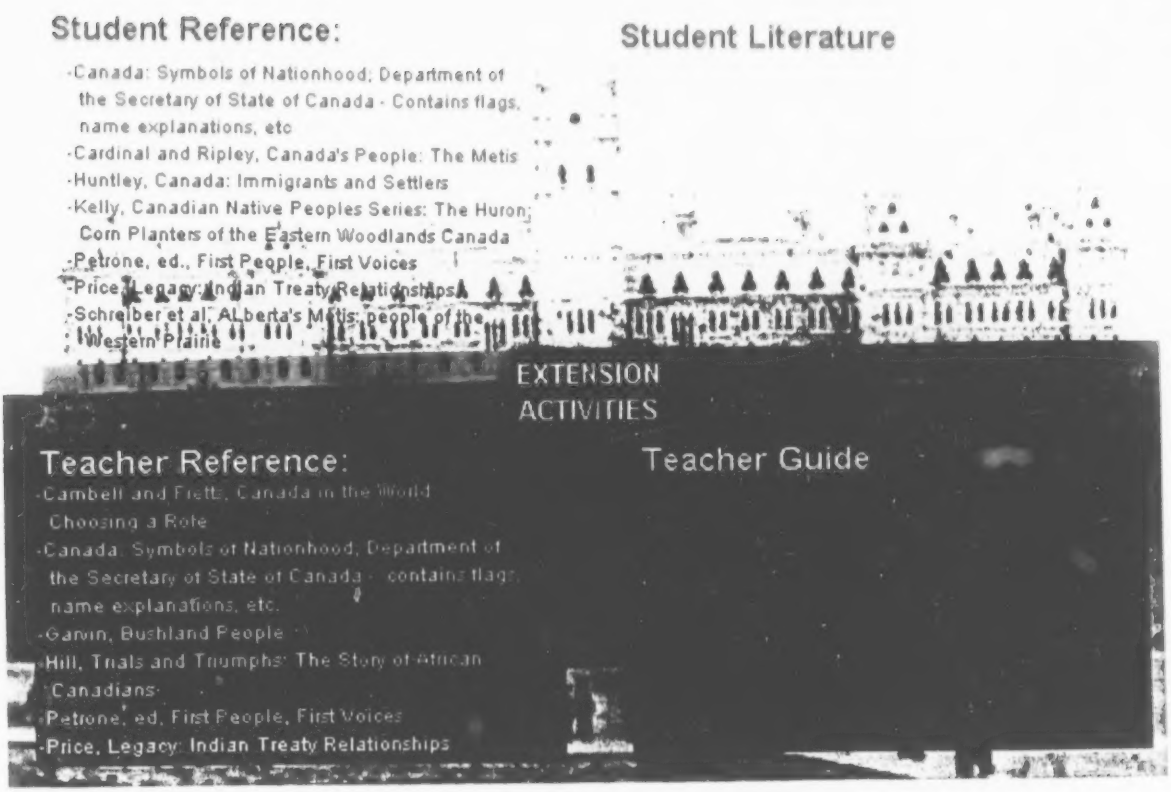
Theme D: Extension Activities


Student Reference:
-Canada: Symbols of Nationhood; Department of the Secretary of State of Canada - Contains flags, name explanations, etc
-Cardinal and Ripley, Canada's People: The Metis
-Huntley, Canada: Immigrants and Settlers
-Kelly, Canadian Native Peoples Series: The Huron; Corn Planters of the Eastern Woodlands Canada
-Petrone, ed., First People, First Voices
-Price, Legacy: Indian Treaty Relationships
-Schreiber et al, Alberta's Metis: people of the Western Prairie
Student Literature
EXTENSION ACTIVITIES
Teacher Reference:
-Cambell and Fiett, Canada in the World Choosing a Role
-Canada: Symbols of Nationhood; Department of the Secretary of State of Canada - contains flags, name explanations, etc.
-Garvin, Bushland People
-Hill, Trials and Triumphs: The Story of African Canadians
-Petrone, ed, First People, First Voices
-Price, Legacy: Indian Treaty Relationships
Teacher Guide

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9.5 Maps Related to the Evolution of Canada

Canada 1867

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Canada 1873

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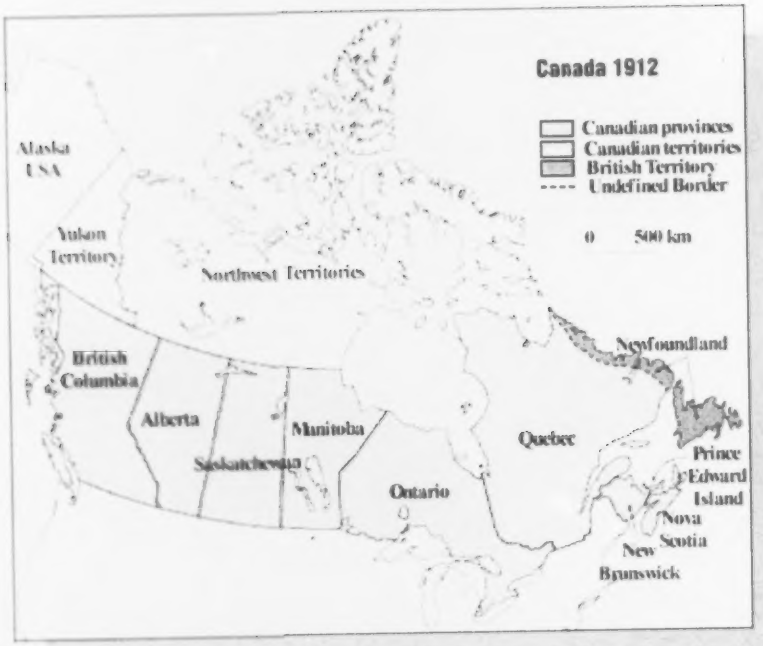
Canada 1912



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